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ABSTRACT

This booklet describes the work of the City College Advisory Service to Open Corridors, a New York City public school program committed to changing schools in ways that will better support children's own spontaneous patterns of learning. In part 1 of the booklet, the advisors describe how they proceeded to educate themselves for the advisory role they undertook, and how they worked with teachers, children, administration, parents, and the community. The facts and figures of the advisors' efforts in a single district are reported in part 2. The information for this part was taken from the memos and logs submitted to the Director of the Advisory Service. In part 3 the spread of Open Corridors' philosophy and expertise through former advisors who have gone to new assignments is described. Finally, the future of the advisory role is discussed in part 4. (RC)

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The Open Education Advisor

Edited by Beth Alberty and Ruth Dropkin

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Founder and Director: *Lillian Weber*

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Contents

Introduction 2

PART ONE: ADVISORS DESCRIBE THEIR WORK 3
edited by Beth Alberty

I. Advisor Education 4

II. Work With Teachers 12

III. Work With Student Teachers and Paraprofessionals 32

IV. Work With Parents 39

V. Curriculum Development 44

VI. Liaison With Administration 52

VII. The Corridor Community 60

PART TWO: OVERVIEW: SUMMARY OF WORK IN A SINGLE DISTRICT 71
by Ann Hazlewood, Martha A. Norris and Theodora Polito

PART THREE: THE ADVISORY CIRCLE 80
by Georgia Delano

PART FOUR: LOOKING AT THE FUTURE 87
by Lillian Weber

INTRODUCT[illegible]

The work of the City College Advisory Service to Open Corridors, described in this bulletin, takes place in New York City public school classrooms which participate in the Open Corridors program. The Open Corridors program is committed to changing schools in ways that will better support children's own spontaneous patterns of learning.

The first Open Corridors, established in 1967, confirmed that changes in existing school organization were possible. Crucial to these changes--in addition to prior consent by teacher, parents and administrators--was on-site assistance to teachers in solving problems of classroom reorganization and in adjusting to the demands of individualized teaching. Teachers needed help in learning more about a child's development and in understanding the materials, the setting and the kinds of planning and record-keeping inherent in the new arrangements. At first offered by Professor Lillian Weber of City College, designer and originator of Open Corridors, this assistance was defined as "advisory" since it came from outside the old supervisory structure and was based on the trust and voluntarism of teachers, parents and administrators.

As Open Corridors grew so did the need for advisors. The City College Advisory Service to Open Corridors, founded in 1970 with the help of the Ford Foundation, provides support for teachers in the expanded program who are making changes. By Fall 1974 in District 3 alone there were 19 advisors, funded from a variety of sources including the schools themselves, working with 156 teachers and 3960 children in 12 schools and 137 classrooms. Open Corridors was further strengthened by the creation in 1972 of the City College Workshop Center for Open Education, founded to help teachers and other school people, who had gotten underway with the help of advisors, continue their development, as well as to support those making first steps towards open education without advisory help.

The advisors came to the program because they were attracted by the possibilities they saw in the process and kinds of change demonstrated in Open Corridors for implementing their focus on child development, and because they were anxious to commit themselves to further these changes and this focus. They were already mature teachers with a range of interests and expertise and with experiences which, at least to some extent, had allowed for and encouraged their focus on child development. In Part One they describe in their own words how they proceeded to educate themselves for the advisory role they undertook and how they worked with teachers and children, administration, parents and community.

The facts and figures of advisors' efforts in a single district are reported in Part Two, culled from their memos and logs submitted to the Director of the Advisory Service, Lillian Weber. In Part Three the spread of Open Corridors philosophy and expertise through the Advisory Circle of former advisors who have gone on to new assignments is described. These former advisors have found ways of incorporating their advisory experience into the new situations. The future of the advisory role, especially in the context of present crisis, is the subject of Professor Weber's essay in Part Four.

PART ONE

Advisors Describe Their Work

The following first-hand account by advisors of what they consider to be basic aspects of their role is taken from discussions held in the spring of 1973 and taped over a period of three weeks. The selections presented in column form have been edited for clarity and directness but remain faithful to the original language and sense of the speakers. Excerpts from current advisors' memos and logs add more recent observations of new or expanded developments in the advisory function. The whole is framed by a narrative (in italics) that gives basic information on the program and serves as an extension of the specific illustrations. The entire narrative has been excerpted or summarized from reports or writings of Lillian Weber.

PART ONE: I

Advisor Education

The education of an advisor begins during the initial interview with the Director, who describes the work and the rationale and the need for commitment and flexibility in the face of the many obstacles. The prospective advisor discusses with the Director how his/her experience in schools and his/her knowledge of teachers' problems and children's development can be applied within the Open Corridor framework.

Discussions on rationale continue with the Director after the prospective advisor is taken on as an advisor-trainee and, indeed, continue for all advisors. Advisor-trainees submit personal logs to the Director; other advisors submit monthly reports. These logs and reports form the basis of individual conferences and contribute to regularly scheduled small-group discussions with the Director (at which attendance by advisor-trainees is required), to weekly meetings of the team of advisors in a school, and to the large-group Advisory Development sessions.

Advisor-trainees begin as apprentices to experienced advisors who are already at work in support of one of the changed situations in a school. In preparing to assume responsibility for a community in another school, advisor-trainees experience the risk and uncertainty that accompany learning; they gain a deepened understanding of the need of children and teachers for support during growth.

ADVISORS RECALL THEIR INITIAL INTERVIEW...

I remember the initial conversation with Mrs. Weber. I had never been put on the spot quite like that before. My commitment to voluntarism was one of the major questions that was raised with me because I had had some experience in Follow-Through programs, which were similar to Open Corridor in some ways and very different in others. We explored my feelings about working with teachers who had not volunteered and my ideas about how important voluntarism is, and how I felt about pushing my own ideas. I think the initial discussions were trying to get at how sensitive I was to letting teachers develop at their own pace rather than having a predetermined idea of how quickly or in what direction they should be going.

What also had to be considered was the fact that in my case I didn't come from the public schools, I came from working with independent schools, where there is a different frame of reference. The level of commitment I experienced before might very well have been different from the one I needed to anticipate. So the question was how able I would be to change my own frame of reference.

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I had come from quite a different background--many years in the public schools--and when I was interviewed by Professor Weber one of the things that came up was my own experience in trying to work in an open way without any support, and how this affected my thinking about the advisor's role and how it could be developed. I felt that what I had to offer other teachers came from my own life experience--what it had been like to work without Advisory support.

AND CONTINUED ACCESS TO LILLIAN WEBER...

As one of the early advisors I was apprenticed to Mrs. Weber and, going around with her, had the chance to observe the way she worked, how she observed, how she joined children, always interested in some small point of their thought, how she discussed with teachers what they were trying to do and related what they were saying to broader issues. As I took on responsibility she commented on what I was doing. She seemed to take a flying leap into my way of working and never tried to bring it back to her way.

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Though I didn't work for Mrs. Weber in the close way of the first advisors, I had a number of small conferences with her. They would start with a very small point that she had picked up from her visit to the school I was working in or from one of the meetings or from a memo. But of course the reason she focused on that small point was because it really was central to a much bigger point and she wanted to be sure that the importance of the issue wasn't lost for me. Mrs. Weber tried to meet with all the new advisors in special small sessions so that they would get some of the history of the development. She was worried that some of us new ones would not have heard the discussions on the meaning of the Corridor that the early advisors had had. She was not trying to get us to fix on any *one* meaning--quite the contrary--she was struggling against just that. This past year she's offered a regular discussion every Monday for new advisors. All new advisors are worried about their role and about timing of their responses; a lot of the discussions are on that. It's so difficult to offer support for a teacher on her own terms rather than to offer what you already know. The problem is to support the teacher but also to keep bringing forward the ideas about children's learning.

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When I became an advisor, it was made clear that if we had a problem we always had access to Mrs. Weber. One of the important things I learned from her was how to respond in a crisis: when people come to you all upset, first you just listen and give some reassurance. Then you move yourself away from the situation to think about it, so that you can come back focused and clear about the specifics and with a suggestion for working the problem out.

AS WELL AS APPRENTICESHIP TO AN EXPERIENCED ADVISOR.

I worked with two advisors in two schools, one day a week with each. It was especially helpful in learning how to relate to administrative support which was different in the two schools. I not only observed their different styles but I also gained insight into how to find ways of working with different administrations within the framework of the school, even though they may vary in their understanding or support of the program.

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I interned with an experienced advisor in a developing Corridor community in a school new to such change. She came in one day a week and I was there three days a week. She went around with me while I worked with children and with individual teachers, and would sit in on the lunchtime meetings with teachers, letting me carry the meeting. Afterwards we would have long conferences. Some went on until nine or ten o'clock at night. She would discuss certain things she felt I might have missed. We would look together at the dynamics of the group and where certain teachers were. She also helped me with on-site demonstrations of the relationships we were talking about and with ways of involving children with materials or supporting their own investigation, which helped me carry on when she was not there. I was the advisor on-site but she was certainly my support.

REMEMBERING THEIR INITIAL FLOUNDERING...

I think one of the strengths of the advisor training is that the advisor goes directly into her school and establishes herself with the teachers. Just as the teacher is given the opportunity to "stand on her feet," so is the advisor. When I started my head advisor did not come in every week to check up on how things were going. I floundered in the beginning--quite a lot at times--but during that first six weeks I got to test some of the things I had learned the previous year. At the end of that time I gained confidence that I would not have had if she had been there to catch me every time I fell.

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Risk-taking does involve failure but when I *did* make mistakes I got a tremendous amount of support from the other advisors. This was very important to me. It meant I could go on taking risks. In turn--because it had happened to me--it was easier to model for teachers, and for teachers to model for children, that if you make a mistake you're going to get supported and not be trampled on or ostracized.

GETTING HELP IN PARTICULAR AREAS FROM OTHER ADVISORS...

When I was beginning I went to an all-day workshop that E and F were giving at a nearby school and I was so impressed with the materials they had gathered and what they were doing that I asked if I could borrow what they had to use in my school. There we started a series of workshops with the borrowed materials. From that beginning we built up our own portfolio of learning games and learning materials. So we're all helping each other and learning from each other.

MEETING REGULARLY WITH OTHER ADVISORS TO SHARE PROBLEMS AND PLANNING.

From an advisor's memo:
Discussed the participation in Corridor of each teacher and decided on a follow-through stance. For S (teacher) we've got to deal with low morale of the children, perhaps through direct discussion, perhaps through changes in curriculum.

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From an advisor's memo:
Attended meeting with advisors from other schools at which we discussed establishing, if possible, regularly-scheduled meetings between advisors and the principal; arrangements for next week's 3 pm All-Corridors meeting for exchange of ideas and considerations for the "Open Space Plan" possibility for next year. N reported on further clarification of Open Space definition and guidelines that Professor Weber indicated had been discussed with the principal. Advisors shared their current concerns.

A continuous feature of advisor development is the formal and informal contact with other advisors and the Director, with special consultants and literature, with other programs and points of view. Such contacts foster a process of reflecting on and deepening understanding of the work itself, of the rationale of the work, and of underlying issues in children's development. They promote as well a sense of community among all advisors in which sharing and collaboration lead to greater support for the mutual work, and where advisors' continued growth is stimulated.

Central to this aspect of advisor training and development is the large-group Friday afternoon Advisory Development Session held at the Workshop Center for Open Education at City College. These weekly gatherings are a time of shared study of the large problems and issues that relate to school support structures for children. They strengthen the advisors' experience of their work in the schools (examples of this are given in the section, "The Corridor Community"). *Emphasis is constantly placed on the connection between theoretical formulations and the specificity of the advisors' daily experience in schools.*

In previous years focus of Development Sessions has been on language acquisition, reading and reading assessment, in response to the national urgency of these issues. This year an added focus has been study of the Open Corridor's own growing data on children's growth and on curriculum.

All advisors continue to collect and analyze reading records. Many are also making extended observations that represent their individual focus and interest *in aspects of classroom interaction and curriculum development. Those advisors who participated in summer work on documentation at The Prospect School led a Friday session on that rationale and methodology. A number of Advisory sessions have concentrated on presentation of specific examples, such as curricular documentation collected in the schools.*

ADVISORS DISCUSS FRIDAY ADVISORY DEVELOPMENT SESSIONS.

What's freshest in my mind is the last session we had with Courtney Cazden about beginning language development. I went home that night and played games with my three-year-old son. I saw some of her ideas in action, and I looked more carefully to see how he uses language.

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The first time I heard Vera John speak, at one of our Friday sessions, I really didn't relate anything I heard to anything I had experienced or might experience. There was so much at one time that it was a little overwhelming. But then I heard her speak at the NAEYC conference in Atlanta and at another of our Friday sessions and things began to click into place for me. I began to associate things that she was saying with things that were happening in the schools--things like giving children a chance to rehearse language and modeling for them at certain stages in their development rather than constantly correcting them. It brought together for me a lot of ideas that I had accumulated on an intuitive level but hadn't really understood. The session with Ruth Adams affected me yet another way. My previous experience had been mainly with children of eight years and up. Ruth Adams opened up the whole area of the beginnings of reading with young children. Her sessions were tremendously helpful to me in advising with teachers who were working with young children.

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I had somewhat the same experience with Vera John's sessions. I remember feeling quite overwhelmed. I didn't have the time right after the sessions to go back and review what she was saying or even discuss it with the others. Later I was asked to lead a discussion on Vera John's sessions at one of the Advisory meetings with the parents. I really had to go back and reorganize all the material. I had to read those papers over again, look at the references, and I found that I began to put things into place. I can remember that session extremely well because the parents were here and it wasn't a matter of our repeating the material that she had presented. We had to be ready to answer questions.

Friday Development Sessions provide material for workshops conducted by advisors in the schools. These workshops are a part of the advisors' own growth--as is all their work in the schools--as well as the growth of the school participants. (Illustrations of such workshops appear in the sections, Curriculum Development *and* Work With Student Teachers and Paraprofessionals.)

Advisors also learn from their work on position papers, formulations of new reporting, recording and evaluation instruments, and articles for NOTES FROM WORKSHOP CENTER FOR OPEN EDUCATION. Visits to other programs broaden their perspective. Attendance at conferences is sometimes sponsored by the Advisory for purposes of the advisors' development; participation in The Prospect School Summer Institute on Documentation and Evaluation has also been funded.

LEARNING FROM WORK ON POSITION PAPERS...

It was so valuable for me to have a chance to work with four or five other advisors in a series of meetings to design a reading assessment form which we felt was viable within the framework of our work. It was valuable to me because it made me really focus in on all the elements that went into learning to read and all the things that we had to look for in terms of child development and styles of learning. I got a great deal of information from the other advisors and in addition it helped me clarify my own thinking. I really had to focus in on very specific points which I had never thought about at any great length. We came up with a form but the real outcome for me was the experience of working jointly with four or five other people. I learned a great deal.

WRITING REPORTS...

I'm reminded of my recent experiences trying to get down on paper the specifics of what I've been doing for the last two years for principals in another District. While I had been talking and working I never really put down on paper what each person's role was in the total development of open education--the role of an advisor, of a principal and how a principal can support teachers in a new and growing community. Writing entails thinking through--it's a way of learning in itself.

ATTENDING CONFERENCES AND VISITING.

I think there are a number of reasons for attending conferences and visiting schools. The NAEYC conference put me in touch with things that were happening outside of New York City. I think we tend to become very provincial if we only look at our immediate surroundings. We tend to think we're doing something that perhaps isn't being done or that we're not doing enough or we devalue what we've done. I think that the value of going to a conference in addition to hearing people speak and learning about new programs is that it puts you in touch with the rest of the educational world at any rate. You get a perspective about what you're doing. And I think that's also true of visiting schools. In the past two years I've been very fortunate--I've been able to visit a number of schools including the Durham School in Philadelphia, schools in North Dakota, Puerto Rico, and England--and the advantage was that the places I visited were at various stages in open education development. I visited some schools that were just beginning to open up, and some schools that were well on their way to having really marvelous programs.

PART ONE: II

Work with Teachers

Open Corridor teachers are all volunteers who have a desire to change their role from controlling giver-outer of a prescribed curriculum to one of guide-helper whose focus is on response to and interaction with the child as he uses the environment and as he interacts with the people in the environment.

The advisor's first and continuing responsibility with respect to the teacher is to discuss the frame of the work as it was established in initial meetings of the Open Corridor with the principal, teachers and parents of the school. Advisors are urged to sit down with teachers at regular intervals and re-engage them in discussion of frame, in assessment and reassessment of their work within it.

When a teacher joins the Open Corridor the advisor helps the teacher project a first reorganization in her classroom. Resisting all pressures--from parents, supervisors and indeed, sometimes from the teacher herself--to tell the teacher what to do, the advisor discusses with the teacher her understanding of what she would like to have in the classroom and why, what the teacher is interested in, what she has observed of the children. The advisor observes to find each teacher's strengths and interests and seeks ways to support the teacher's growth by building on these. As the teacher begins to make changes the advisor comments and tries in various ways to maximize the teacher's own growth as a support for children's development. While encouraging the teacher's building on her own strengths the advisor helps her move towards the goal of stretching to meet and encompass the strengths and interests of the children as well.

ADVISORS DESCRIBE
WORKING WITH
BEGINNING TEACHERS...

From an Advisor's Journal:

9/4 X is moving to a new classroom; where is best place to be? spoke with her and with Mrs. J.--next to other Grade ___? upstairs or downstairs? She wants to know--ready to move--feels disoriented.

9/9 Setting up new room--helped her a bit with moving, organizing; she had done a lot in past week--room looks o.k., but very crowded--needs to organize and/or throw out.

9/16 In classroom--asked me what I thought. I honestly said I thought she had too much furniture and things were not accessible to the children; she would have to spend time going through the materials and getting rid of some stuff.

9/16 After school, T and I helped her clean out the closet so she would have room to store things she doesn't need now; also found some nice materials.

10/1 Worked together during prep period organizing things--changed some space arrangements--more room for blocks and animals; got bookcases so top-of-counter stuff could go inside.

10/15 Held meeting in X's room--she was proud of how it was starting to look now.

11/12 Asked me to help her set up area for balancing, measuring, etc. She had some good ideas; plan to meet next week to work out the physical space and some activities appropriate to the children.

11/26 Water-play--we set up area together--went over some possible problems she may encounter (misuse of materials, etc.) and some possible language, problem-solving and science outcomes of the water-play.

1/6 Some reorganization and rethinking since Christmas vacation. What did I think of peg-board storage system she had devised? Any other thoughts and ideas on her classroom?

1/14 Spoke to her about possible corridor activities; she told me what she was already doing with nearby teachers; would be glad for more interaction.

2/25 Worked in classroom--pattern blocks; she asked me to work with small group; she and student teacher joined (making designs, tracing, labelling the shapes and the colors). Also pointed out some creative language ideas which I photographed. Snack time: modeled language interaction with children (for benefit of student teacher and paraprofessional as well as for X).

3/4 X came to see video-tape on reading--responded to ideas on block-building--labelling, keeping block structures up, etc.

3/17 Spent some time in class; asked her how block signs worked out--discussed what to do with children "who only want to play in block corner"--I suggested she join them (1) to find out more about what they are engaged in; (2) to help stretch them to other areas--math, reading, language, etc. (3) to show how she values their work in blocks--and gain their trust to try other things. Also observed silent reading time with her. She had children work with other adults. Helped her show para how to interact at this time.

3/25 Gave her some more pattern block ideas on paper--will discuss after vacation.

(End of journal entries)

BUILDING ON TEACHERS' STRENGTHS...

One teacher who was new on the Open Corridor had a very difficult fifth grade class and because of this found it hard, for instance, to have a variety of activities going on at one time. Her major strength was a genuine loving attitude toward the youngsters and I thought if she could capitalize on that then perhaps she would be able to move away from the more traditional approach. So that's where I supported her even though she gave whole-class lessons and used xerox materials. My first inclination had been to tell her that was not the way of working with youngsters. But because I saw this other strength I said very little about her way. We talked about other ways at lunch meetings when we were with other teachers but I never pressed her. And it proved successful. Today she has established a really beautiful rapport with the children and especially with the boys who were difficult initially. Now she is ready and is beginning to open up various areas. I felt this teacher's major strength was in the area of language-arts. She did some very creative things and provided a well-rounded program in reading, writing, listening, and experiencing. Organizationally, however, her classroom left a great deal to be desired. What I did first, instead of approaching her on what was not developed in the classroom, was speak to her about the kinds of things she was doing in language arts, how well they seemed to work, how responsive the children were and how they loved the reading, and so forth. Then one day I said, "You know you have such nice things going on in language. How about the math? Are you satisfied with the way things are in that area? How about if we look at it together?" And we saw that there were so many materials out that children couldn't see the trees for the forest. Eventually together we reorganized the whole math area and the math bulletin board.

LOOKING AT CHILDREN'S INTERESTS AND ALL AREAS OF CLASSROOM LIFE.

I worked with a teacher who was fantastically resourceful in art, and was praised for her work with children in various media. But art seemed to be the essence of her academic program in the classroom and she was having great difficulty with the housekeeping as well. So I raised some questions as to how she could relate some of the other areas to the art work; this started her thinking about her classroom in general because in order to bring about any integration she needed to have a better organization. As a result she did get her areas pretty well defined and then she began to think about ways of bringing out language. One of the things she realized was that she was doing all this art work with the children but wasn't getting into any in-depth discussions with them around what they were doing. So she began to sustain discussions. After Mrs. Weber and I talked with her she also realized some of the possibilities of extending her art into other areas: for instance, a way of recording the things children had been doing was by putting the work together into different kinds of books. She began to put together some displays using children's work which had been strewn about in various areas with no planning or thought nor any relating of it to what had happened in the past. She now has a very rich classroom. She sees possibilities for math, language, reading and even science in some of the art things she is doing. Sometimes the art experiences even grow out of the other areas. She has also learned to consider some of the children's interests. The art, which was her interest, had so permeated the classroom that she had not really noticed the children's own interests before. Yet she had felt constant pressure to think up new projects. We began to help her by saying "Well, what are the children talking about? What types of things are they interested in?" At the same time, we went in and actually got involved with some of the children who were not particularly engrossed in the art projects, who were on the periphery. We shared with her what we found were *their* interests, the things *they* were talking about, and helped

> her to hook into them. Now the room is their room as well as hers. Interestingly enough the problem with the housekeeping has cleared up. It seems the children have a real investment in this room now that it's theirs too. Even though it's chock full of materials--it probably has more than any room in the school because she is a very good scrounger and quite creative in putting things together--there is a kind of orderliness that did not exist before and does not exist in most. This teacher has made strides in lots of areas. I think what was especially helpful for her was the continuous dialogue with the advisors around what she was doing, because in many instances she was not seeing problems. She was totally involved in her "own thing" and needed the focusing that the advisors provided.

The advisor helps the teacher by working with children in her classroom. By what she does with children and by how she uses materials with them, the advisor models some of the possibilities for the teacher. (Afterwards, during a lunch hour or after school, the advisor can demonstrate other possibilities. See Part Two.) *A significant, often subtle aspect of this help lies in modeling relationships with the children. Such modeling can sometimes open a next step for the teacher. It is a particularly important part of the advisor's role in helping a teacher who has reached a plateau in her own development or who has opted for a "pleasant" but limited use of the advisor.*

For all teachers the advisor reiterates the importance of the child's belief in himself as a learner and points out how this is reflected in the child's increased authority and confidence when encouraged to teach others.

The advisor also explores with the teacher ways, for example, of helping children with reading difficulties or those who have trouble concentrating or who have special needs.

What is important for the teacher is both the specific help to the children and the demonstration of a quality of attention, interest, and responsiveness that engages and prolongs the children's working. The aim in joining with children is always to strengthen the teacher's understanding because it is her implementation that will sustain the children's development over time.

ADVISORS GIVE EXAMPLES OF USING TEACHERS' OWN MATERIALS IN NEW WAYS AND OF MODELING WITH CHILDREN.

Some first graders and second graders were sitting together using peg boards, just putting pegs in the holes. The teacher was sitting nearby and I joined the group of children. They started throwing the pegs around and I said, "I have a game." I took a peg board and I put a peg at one corner and I said, "This is one, give me another number, any number you want from 1 to 100 and I'll find the hole." We started doing that and the teacher stopped what she was doing and began to watch. Then one of the boys asked, "How are you doing that?" I answered, "I'm not going to tell you. You try and guess." We were in the math area so there was a 100s chart on the wall. Two seven-year-olds in the group began to realize that there were ten in each row counting across. So they said "Can we put something at the end of each row?" That led me to make just a little sample of tens and ones on one chart and set it out for the children to see every time we got to a ten. Well, the seven-year-olds got very excited with this. The first graders couldn't really comprehend it; they needed something more to see. That room had a wealth of math materials and so we built a 100s chart with concrete materials. We put down the ten columns--ten, twenty, thirty. I left them playing the game. I suggested to the teacher that if she wanted to expand it with these young children she might just leave graph paper and see if they would write down their chart. I also began to show the seven-year-olds patterns in the numbers on the 100s chart. I asked things like "If I put 11 here, where do you think 22 will go?" and "Where do think 66 is going to go?" The teacher began to see some uses of the materials that the children had only played with before. She commented, "I never realized that those peg boards could be so good for mathematics. I thought they were just for kindergarten children."

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When I first started working in the school I'm at now I felt that in one of the classrooms particularly some children seemed to be wandering about with little interest in anything, not getting involved while the teacher was working with her reading groups, and so forth. I asked the teacher if I could take a group of children out into the corridor and play a language game with them. She agreed and I noticed that she hand-picked the children to go with me. Anyway I took this group out into the hall. It took us a while to settle down and later I found out that these were children who were having particular difficulty in the classroom. The teacher apparently figured that this nice lady was going to come in and deal with these children. I had brought in a huge wild mushroom and we played the mystery-object game of defining the attributes of the object through the senses. The kids really picked it up and were enjoying it and we did it for about 25 minutes. Every five minutes the teacher would come to the door, peek out to see what was going on and then go back in. When the game ended and the kids went back I said to her, "You know, the kids really seemed to pick that up. They really enjoyed the mystery-object game." She replied, "Yeah, I was noticing that. You know, a couple of those kids are very difficult to contain. They really don't sustain any interest in anything." It was first of all a modeling situation for the particular activity. I came back a week later and the teacher had another object on a tray with some questions about it: "What do you think this is?" "Why?" "How would you describe it?" "What does it smell like?" etc. What I'm also trying to bring out is that the teacher also picked up the relationship between interest and learning. She sensed there was something worthwhile happening that the children could get tuned into. She picked up on creating a whole atmosphere as well as a particular piece of curriculum. The key seems to be that issue of needing support for risk-taking. My modeling made it easier for the teacher to risk trying out new ways.

ADVISORS TALK ABOUT SHOWING TEACHERS HOW TO DISCOVER WHERE THE CHILD IS IN HIS LEARNING...

A very specific idea I got from Ruth Adams's Friday Advisory Development sessions was building on a child's strengths rather than his weaknesses. A couple of weeks ago I went into a classroom where a new teacher was replacing one who had suddenly become very ill. She was having difficulty with a small group of three or four children who were essentially nonreaders, difficulty in providing them with activities during reading time that would hold their interest. So I said I would come in and observe them for a while and see what was happening. I watched a child who was doing a worksheet which required him to circle the pictures that rhymed. He was going on as blithe as could be, making lovely circles on the pages. Then he'd get up and walk around and nudge another child and sit down and get up and poke another child and sit down again. Finally I sat down and talked to him, and it became very clear to me that this child had absolutely no concept of rhyming. He was just sitting there because the teacher had said to sit and rhyme. Afterwards I spoke to the teacher and said, "I'm not sure if you're aware that he has absolutely no sense that (play) and (day) rhyme." And she said, "Really? I thought rhyming words would be the best way to start him off." And I said, "If he doesn't *hear* the difference he can't work on any kind of rhyming. He does *see* the differences, however; if you show him two words he can see that they are not the same. Perhaps it might be better to approach him that way." She looked at me as though a light had been turned on. We talked about it further, and I followed up on it, providing the boy with activities which would bring him a measure of success.

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It is better if along with the concrete advice you also help the teacher analyze what is happening. The other day a child showed B and myself how to write his own name and we didn't get it. He wrote it and let me tell you, it was something out of this world--I mean it was a nice imaginative way of writing but not particularly within our experience. I said "Oh?" and because I had focused on it he looked--and said, "Oh, that's not my best." He did another which was worse, and again he said, "Oh, that's certainly not my best." So he did it again and this time I got it. I said, "Well, could I copy it? Let's see if I can get it." But when I tried he said, "Oh, no." So I said, "Maybe if you wrote it again very carefully I'd see what you were doing." He did and then I said, "Oh, it's cursive writing." "Curse?" he said. "No, not curse," I said, "curvy writing that all connects. That's what you were doing and that's very interesting." And he said, now invested with authority, "Watch carefully." He wrote it again and I copied again and he said, "You got it." B carefully copied too, and he said, "She got it." He was now a teacher; indeed he had taken a big step forward and went on with great confidence the rest of the morning. In my opinion when we give each child a chance to be teacher to someone else on some level we give a tremendous boost to his learning. Putting yourself together to convey something gives you another picture of yourself as a learner.

AND HOW TO BUILD ON THE CHILD'S STRENGTHS.

That reminds me of a first grader who was definitely a non-reader. The teacher said that there seemed to be nothing in which she could interest him. One day he was working at the easel, painting quite nicely, and we had a conversation about mixing colors. He really knew a great deal about how to do it. I told him that a lot of the children don't know anything about this and that I thought they could use the information. So over the next few weeks we made a book about mixing colors and that was his first reader. He was writing about colors and he learned the word "color" very quickly. From then on he seemed to get a hold on his work.

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Roberto is a child who had been so disruptive for two years that his teacher this year--he's a second grader, a non-reader--was really frantic. She went to one of the advisors who suggested that he be moved into a bilingual class. Although he spoke English he came from a Spanish-speaking family and he did need to be moved out of this classroom. The principal consented and the move was made. At first Roberto had a tantrum every time the teacher asked him to do anything, so she left him alone as much as possible. She didn't let him hurt the other children but, as much as she was able, she let him explore in the room. The first thing he did was change his name. The teacher asked him, "Would you rather be called Robert or Roberto?" and he said, "My name is Roberto." So though he had been Robert in the school for two or three years he became Roberto. In this classroom children built with blocks a great deal and Roberto enjoyed it and used the blocks endlessly. He accepted suggestions from others and he really developed his building. He also drew well and one day he was drawing a picture with another boy. Then the other boy dictated a long story about the drawing to the teacher. Roberto was fascinated. The teacher asked if he'd like to dictate one too and he said yes and he did. That was the first move he made toward reading or writing. And he told the teacher he wanted to learn to read. In fact he was really anxious to learn. Shortly after this I walked into the room and he showed me the story. He had done a quite complex drawing of a robot, and written next to it was his story. I asked if he would like to make a robot and he was quite excited about the idea. I took him up to my office where he saw the enormous boxes that our mural paper comes in and decided he wanted one of those. That hadn't been my idea but I cut one up for him and made a pair of legs and a pair of arms, each about thirty inches long so the scale of the robot immediately became enormous. Well, he took these back to the classroom along with wire and some other boxes and he made a life-size robot. He painted it and a student teacher helped him to electrify the eyes. We could hardly believe that Roberto would sustain a project for so long. Shortly after that he began to work with a paraprofessional assigned to tutor him three times a week. As one way of building a relationship with him the paraprofessional persuaded him to join her by bringing him candy. He finished his robot book with her, which he got very excited about. From there he went into a commercial phoneme book and now he's reading primers.

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During a trip the question came up of collecting money for buying fruits. One child said, "I've been to a bank--I know how you run it," and proceeded to set one up. Now it bore no resemblance to an actual bank but it was a darned good play bank in which a great deal of plain computation was done and books on it were worked on. Children get to an age when they are organizers, when they like to categorize. We don't utilize these interests enough, at least outside the math areas. There are kids who don't even know how to read who will nevertheless make library cards for all the books in an area and will find out which books are about animals, which books are about fish, and so on. The course of their categorizing may lead accidentally into other paths.

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Regarding children teaching other children I'm reminded of a relationship that developed between a new boy, Jerome, who spoke only Chinese and Ricky, another boy, who spoke only English. Jerome began to show Ricky some Chinese words and point to the English equivalent like "ball" and then write the Chinese word. Ricky had a dictionary in which he would enter the Chinese words he was learning and in return Ricky would teach Jerome English words with their Chinese equivalent. It was Jerome's first friendship in the classroom. It was interesting how he would say "No, that's not it" when Ricky didn't understand something. He had the feeling that he knew something--in spite of the new classroom and the new people--he had something, a knowledge of Chinese, which he was sharing with Ricky.

AN ADVISOR-TRAINEE RECALLS HOW HER OPEN CLASSROOM ACCOMMODATED CHILDREN WHO INITIALLY NEEDED SPECIAL ARRANGEMENTS.

"S came to the school in November of his first-grade year for his first school experience.... He was placed in a traditional first grade with an experienced teacher who has a fine reputation. After a short while this teacher and several parents of children in the class asked the principal that he be placed elsewhere because he was disrupting the class. The same thing happened in a second traditional first grade classroom in which he was placed. In still a third placement that first year he was assigned to an Open Corridor classroom with a young, easygoing, strong teacher. This teacher found S so disruptive that she curtailed most of her whole-class meetings and only brought the children together for story reading, which S loved passionately.... (The teacher) found S to be highly intelligent and curious, especially about plants and insects, but unbelievably destructive to materials and to classroom organization. He did not relate to the other children and responded indifferently to peer pressure as well as teacher pressure. He laughed and teased people when he upset them. In September 1974 he came to my first-second grade as a second grader.... The first few weeks were extremely difficult. S was everywhere and nowhere--teasing, spilling, breaking, squealing, poking, smearing. When we went to the yard S left the water running in the sink and we returned to a half-flooded classroom. The children made a prehistoric environment in which to play with model dinosaurs, with earth and rocks brought back from the park. S scattered them all over the room. If someone sat near him to write or work math problems or draw, he would reach over with crayon and mark up the work causing tears and fights, at which he laughed and left the classroom. Yet woven in among these incidents were intervals when (we adults) would find S coming to us with a plastic bag of soil and insects, a branch of leaves from a tree, an unusual rock.... He would talk about these things with such interest, comment so intelligently and richly, and ask such penetrating questions! When given a magnifying glass or a light or a screwdriver to support his explorations he would thank the giver profusely.... The student teacher offered to take him for a walk during meetings of the whole class so that the purpose of meetings could begin to be fulfilled.... The only meetings he attended for several weeks were those at which we read a story where, as in first grade, S listened and concentrated intently on the discussion that usually followed a story; he would listen to other children's questions and comments with interest and share information or ask his own questions... But the rest of the day continued to be too hard for the other children, the student teacher and me... We (the advisor and I) decided to try to structure S's time in the classroom by providing a stable, continuing space for him where he could concentrate without so much distraction and where he could watch others without being close enough to interfere in their work.... I felt that if he was to understand the value of materials, he would have to know their value to him. I collected a pair of scissors, a set of magic markers, a pencil, an eraser, a magnifying glass, and a pen in a small shoe box with his name on it. I also put a half-pound can of plasticene in his desk for him. Books about plants, trees, insects and an easy reader about a boy and his first microscope went in his desk too.... When he came to school after a short absence (during which I arranged his desk) his mother, he and I sat down together and planned his days for the week.... He chose from among several activities, clearly accepting some and rejecting others with very little indecisiveness. Each activity that S undertook was brought to me when completed.... He was able to wait while I finished working... and he gradually began to show what he had been doing or to just chat with children around while awaiting me. As he began to accomplish things... he began to show an interest in the work other children were doing.... The daily plan also included supervised water and sink activities because S was mad about water.... He grew interested in properties of water. He became aware of surface tension and tested this with many containers of different sizes and shapes. We helped him write these things down. He worked on floating and sinking. He never stopped loving water but he stopped splashing about so much.... By the beginning of November S was managing himself very well.... Most of the time he spent at his desk.... He made a radio out of a shoe box, on his own, and at recess he told me he had something to share at meeting. The class was very impressed with the radio and then delighted when he said everyone better keep quiet if they wanted to hear it. He turned a button dramatically and began to sing, twinkly-eyed all the time. The children were tickled and clapped spontaneously. S attended meetings after that with only occasional lapses.... By December S began to integrate himself into the life of the classroom. He joined the projects the student teacher did with junk; he worked with real clay at the clay table with five other children; he joined a group of boys working on the big-piece puzzle of the United States.... There was a girl with whom S could work cooperatively in the blocks area. It was March before he could work there with any of the boys and May before he could be there with more than one other child without a scramble.... Throughout the year I felt S moving towards and away from his space. Days went by when he did not sit at his desk at all. But it was always there and everyone in the room knew it was important to him. In February S began to do written math. He found his math workbook which had been "lost" since September and he began to ask for help. He grasped explanations so quickly. After the spring holidays S began to make his own books. He began with nonsense words, which I've never known a child to do..... His drawings were quite simple but they indicated growth for him because he had been convinced he could not draw.... We began to read the Breakthrough Readers, starting with the Fish Book, which he loved....

The advisor becomes a listener to the teacher, creating an opening wedge to break down the teacher's isolation by providing a supportive and nonjudgmental atmosphere in which the teacher can struggle with problems. This opening is widened when the advisor promotes exchange and sharing between teachers (see The Corridor Community *) and arranges visits to other classrooms and schools so that teachers may learn from other teachers. (See* Part Two*). It is furthered as the advisor works with the teacher towards understanding and acceptance of parents' perspectives and participation. The advisor promotes in the teacher a similarly supportive attitude towards her own classroom assistants, the paraprofessional and the student teacher (elaborated in the section,* Work With Student Teachers and Paraprofessionals *). Such an attitude requires more stretching on the part of the teacher and brings increased openness.*

ADVISORS SPEAK ON THEIR ROLE AS LISTENERS TO TEACHERS.

Very often just my knowing the children in a general way is useful to the teacher. I'm the only other person who knows the children in her classroom except the teachers who've had the children in the past. The principal and assistant principal usually don't know the children as well but I've been around a couple of times a week for a long time and I know the children enough so that I can listen intelligently when, after school or at lunchtime in a very informal way, the teacher wants to just talk about a problem she's having with a child. She isn't looking for a solution. She's looking for somebody who knows the child with whom she can share her concern. Yes, teachers just need someone to be a sounding board, to whom they can just express frustration over a situation they haven't been able to resolve or concern over a child they're having difficulty with. Sometimes you can help directly and sometimes you just commiserate. I think this kind of trusting is a very important element in the advisory relationship.

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I find this interesting: to observe how things develop when you do your own thing--how others join you because there are joining points. It's like what happens between a teacher and a child. The teacher sits down near a child who is using materials, say tinker toys, but isn't completely involved with them. The teacher does her own thing in a companionable way with some of the pieces, and pretty soon the child picks up the interest and gets involved. If you make it clear to teachers that you're not demanding or expecting practical consequences right off they will be freer. Not everything can be handled like that but if you make room for them to speculate more easily, in the course of that they'll allow their minds to consider some implication. Then it comes from them: "Hey, you know what--that was happening in my classroom" or "I could even do it." I like this kind of casual talk. Many times I put things into the context of my own household--casual talk, too, but purposeful in that that it's not meant to impinge. It may even be about things that may or may not have happened. I think it's easier for a teacher if you say, "You know, that happened to me" or "I once tried that" than if you state as an abstract generality: "Everyone's bound by this and you ought to be doing this kind of thing." I like this way of sharing things that you know would be hard for them to implement right off and that only point a direction which you want them to start thinking about.

SOMETIMES, ADVISORS SAY, THEIR ROLE IS TO STAND BACK.

I worked with a teacher who had a terrible problem with her classroom organization. She reached the point, despite all her good will, of blaming the children. She couldn't incorporate anything you offered and use it, so she began to dismiss it: "Oh well, but look what they've done with the games. No use putting out the games." She became passive, and when I offered help or the parents were critical she would get very hostile. She finally pulled away entirely, saying, "No, I don't want anybody in this," and closed the door. We thought, "Well, that's the end," but in a year she began to change by herself. She simply had to do it in a more private way. And one day she opened the door, invited the advisor in to see and asked if she could rejoin the Corridor. Of course we said "great." Do you know what? She is one of the most talented of the young teachers and she helped us and the other teachers understand in yet another way that children's learning is not sequential, that you don't just put a nickel in and get a nickel out. You might get a quarter back. A much greater richness than your input may finally come out. Whether it will or not is something we don't know, but the confidence that it might is part of our attitude towards human beings.

ADVISORS HELP TEACHERS ACCEPT CONTRIBUTIONS BY PARENTS OR PARAPROFESSIONALS.

The teacher described earlier who was so strong in art couldn't have managed without the advisor's further help in relationship to the parents and to the paraprofessionals. The parents straightened out her classroom and helped her organize it. Some parents brought in materials, and others donated bookcases and shelves to store materials. When we first started advising in that classroom, however, the attitude toward parents' involvement was not always positive. Another aspect of our work with that teacher was in her relationship to her paraprofessional. The first year she insisted that I go to the principal and get someone else assigned to her. The teacher thought the paraprofessional could offer very little to the children and so found working with her too difficult. After much observation with her and discussion she began to see that this paraprofessional had talents she hadn't observed before. For instance she was a talented cook and had prepared something special for guests. I suggested the teacher ask the paraprofessional to do cooking with the children. She was able to involve six, seven, eight children in cooking activities every other day. We raised the question as to how these cooking experiences might be related to other experiences or subject areas. The teacher began to realize just how much the paraprofessional was contributing. I met the teacher in the street this year and she was protesting because the principal had said he might take her paraprofessional out of the room. And she could not manage without this woman!

Advisors have offered, when asked, to help bilingual teachers with materials and organization. Because in a basic sense the bilingual program has shared our views on language development, from the beginning of their program in the Open Corridor schools they have asked that we include bilingual classes within the corridor construct. It was thought that the easy, accepting atmosphere of the corridor would encourage the bilingual teachers to make use of some of the opportunities for interaction available to them and that, observing some of the materials and organizational structures, they would try these where they seemed applicable. Advisors have tried to create an atmosphere for the growth of the bilingual teachers at a pace comfortable to each one, stressing that they select with personal pertinence from what they saw.

Our relationships with bilingual teachers quickly grew past passive inclusion, and our support to bilingual teachers was very clear by 1974-75. Bilingual teachers who had been placed within the corridor and near open education classes are now fully Open Corridor teachers. Their classrooms are integrated into the Open Corridor. They can and do speak for open education as their program and they desire more interchange and support from us. The informal language surround in which both English and Spanish are spoken as teacher and children interact with materials is understood and valued.

Since bilingual classes are part of Open Corridors, bilingual teachers attend the weekly Corridor meetings, some of which are specially devoted to their con-

cerns. The range of topics covered in these meetings is suggested by the listings in Part Two, *and includes "reading through other curricular areas," "materials for bilingual reading," "possibilities for developing ethnic social studies themes and projects," etc.* Part Two *also lists bilingual curricular themes developed with advisors; bilingual teachers' participation can be seen in all of the other categories analyzed in* Part Two. *Advisors often attend special meetings called by the Bilingual Coordinator, with whom they work closely. A bilingual advisor was funded this year to relate more intensively in their own language to the bilingual teachers and parents. Of course the monolingual advisors' regular work with bilingual children and teachers as part of the Corridor continues.*

ADVISORS SPEAK OF THEIR PERSISTENT AND STRONG CONCERN FOR THE BILINGUAL CHILD.

I joined a first-grade bilingual class on one occasion where a group of children were doing rexograph sheets. They required very simple computations but some of the children were apparently having difficulty. There were no manipulative materials at all where they were working, just pencil and the paper. So I went over and got a set of one inch cubes for each child and began to work with the children. I worked in both Spanish and in English with about six children going over all the computations with the cubes. The teacher joined us and she continued on with the cubes--not using the papers anymore. In the meantime I went over and got beads--because cubes are not the only things that you can use--and started using them with a part of the group. Later on in the day I got some wire hangers and made bead rods of ten. The teacher then made her own bead rod and soon went out scrounging around for bottle caps. It was just a matter of showing her that children needed many ways of counting, many kinds of materials for counting.

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A kid in one third grade was a perfect nuisance and wasn't going along with anything that was happening in the room. Now, as it happened, a couple of the parents initiated a visit to the Park Avenue Markets, under the 125th Street railroad, and when they came back the children were naming all the various fruits. And this kid looks up from his total disinterest and corrects their pronunciation! The advisor picked this up and said, "Oh! Perhaps you could be the one who takes care of the correct pronunciation and the translation." He set himself up as a Translation Bureau and anybody who wanted a word would come over to him. He had to focus on both the Spanish and English spelling. He made a list and so on. He stayed with this one solid month. His undertaking the responsibility of being in a sense a teacher through the Translation Bureau was simply a fantastic way to help him.

Below, advisor memos reveal work with the bilingual teachers who, over and over again, have expressed their appreciation for this support. These excerpts record work at the beginning of the year with a bilingual teacher new to the program.

9/19 I visited and observed in the new bilingual K-1 class for a half-hour this morning and then discussed with the bilingual advisor ways we could effectively work with this teacher, what input could be given to provide immediate support.... In the afternoon I had a conference with the K-1 teacher on my morning's observations and discussed: pre-planning for specific activities to which children could be directed; block-building in her program.... I supplied art construction materials (from the Corridor supply closet) and loaned some reference resource reading material. The teacher was receptive to the idea of working with both me and the bilingual advisor and to the suggestion I made that she observe in the kindergarten room next door to her class. She also indicated that she would attend this month's workshops at the Workshop Center on organization and teacher-made materials.

10/16 In a meeting with the new bilingual K-1 teacher we reviewed the Reading Assessment instrument and how it could be adapted for her class. We agreed that jotting down informal observations on children's classroom experiences and their use of concrete materials would help in gathering information for this modified form. I shared and loaned some printed material on pre-reading experience games.

10/23 The bilingual advisor, another advisor and I met with the Bilingual Coordinator. Our focus was on acquainting the Coordinator with the specific content of our help to the bilingual teachers, particularly to the new and recently-assigned teachers. We also discussed mutual concerns and ways in which we could jointly help and support these teachers. We arranged regular weekly meetings for reporting and collaborative planning.

10/30 At our regular 3 P.M. conference the bilingual K-1 teacher and I discussed: activity suggestions, materials for reading readiness and for early reading experiences with focus on the season, the "holiday," and recent trips around the neighborhood.

11/14 For part of the morning I set up a clay area in the bilingual K-1 classroom. Afterwards I met with the teacher about maintaining the area and about children's involvement.

11/20 I discussed with the Bilingual Coordinator the need for additional support and assistance for the new K-1 teacher drawn from the bilingual community--for experienced bilingual teachers to share their insights and expertise, particularly around Spanish-dominant children's early reading needs and a phonetic approach. It was suggested that informal "rap sessions" would be supportive to all the bilingual teachers.

PART ONE: III

Work with Student Teachers and Paraprofessionals

The Open Corridor was originally designed as an opportunity for City College student teachers to experience working with individual children and small groups in an open setting. The open classroom and the Corridor community allow the student teacher more room to experiment, to explore different possibilities, and to experience responsibility. The teacher not only supervises the student but accepts her as colleague and team member. The advisor helps the teacher understand that the student is not only a service but a person who must grow and whose progress must be nurtured. The advisor helps the teacher to adopt a supportive and attentive attitude towards the future teacher. Of course, our relationship to City College remains a special one interwoven with development at City College of the Workshop Center and of supports from the Elementary Education Department. Some of the advisors have become City College faculty, supervising students in Open Corridor schools and giving courses which many Open Corridor teachers have taken.

ADVISORS DESCRIBE INTEGRATING STUDENT TEACHERS INTO OPEN CORRIDORS.

A couple of student teachers who are with us on the Corridor do not come from City College and have had no exposure to Open Corridor. When they first began they were completely at sea. They had come from traditional training placements the previous semester. One of the teachers got quite incensed about it--a teacher who was struggling herself to understand the Open Corridor. I found time to work directly with her student teacher and another and found that both of them were in fact very open. At the end of the placement they said they had had the best experience of their whole education. When their college supervisor came to observe them she sat in the traditional fashion, with her little rating book, completely confused because she didn't know where to look. The children were not sitting at their desks. I was sure the situation didn't match her rating scheme at all. I met with her and found out that she was quite interested in what we were doing. She visited more frequently and we talked about a whole new approach to assessing and evaluating the student teachers. She is anxious now to have more of her students placed in Open Corridor schools.

In many ways the advisor's role with paraprofessionals is the same as her role with teachers. Discussing--over and over again--the framework of open education; building on the adults' strengths; offering workshops on use of materials and modeling relationships with children; being a sounding board and support are all aspects of the advisor's role with paraprofessionals.

The advisor also works with teachers to help them understand the need for paraprofessionals to grow in their own right and for the teachers to encourage this process.

The advisor tries to make arrangements for paraprofessionals to join lunch meetings for discussion, planning and training. These arrangements represent an acknowledgment of the full participation of the paraprofessionals in the Open Corridor community. Paraprofessionals are also helped to contribute to the classroom from their own interests, culture and strengths so that children's interest may be extended. The advisor arranges special sessions and includes paraprofessionals in workshops that enlarge their expertise especially in reading and math. And, as always, the advisor engages the paraprofessionals in assessing their own growth, in reflecting on the program and in reassessing for next steps.

ADVISORS ILLUSTRATE BUILDING ON THE PARAPROFESSIONALS' STRENGTHS...

A Japanese paraprofessional I work with has a number of strengths. She got into some Japanese cooking with the children--they did some gourmet things--and the more we told her how special the things were that she knew about, the more enthusiastic she got and the more she brought in for the children to do. By valuing the things she had that were special she began to feel better about introducing others and she brought in some origami and various kinds of Japanese art and things.

AND RESPONDING TO PARAPROFESSIONALS' CONCERNS.

Our first paraprofessional workshop was spent just talking out problems they were having that they had no one to talk to about. For instance, "I'm always saddled with the children who can't read" or "I don't know what else to do when the teacher gives me this group of children." We did not sit in judgment, we simply sat and listened to them. Two weeks ago instead of going on with the workshop activities, we again just had a discussion group. We asked how they felt about the previous workshops and what they thought was their greatest need. They came up with reading. They said that they really didn't have enough time to talk with the teacher and they didn't know what to do when a child was having difficulty. For the next workshop, each was to bring in an example of work with a child with whom they were having difficulty. They were very open; they would tell us about problems with a child they were trying to help, and then the advisors or the other paraprofessionals would make suggestions. It was a fine working session--one we are going to continue.

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In one school I organized a paraprofessional workshop with the intent of doing some work on beginning reading strategies with children. When we got together I began by asking them what questions they had and it came out that although they were interested in beginning reading that's not what concerned them most at that time. They were concerned with passing the high school equivalency exam. They didn't know how to get the information they needed. I spent some time investigating and brought back the information they wanted. I also spent a little time doing things I thought would help them with the exam. These were not just Open Corridor paraprofessionals--the principal had given me time to work with all the paraprofessionals in the school. Now they've gotten through the exam and some of them are enrolled in Bronx Community College. A number of them are now expressing interest in coming to the Summer Institute. And they are in earnest about pursuing the beginning reading for children. So you really have to listen to what people are asking.

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In planning workshops at one specific school I was helped by a newer advisor. We planned weekly workshops for paraprofessionals to help them move from always working in one area such as reading to working in another such as math. The paraprofessionals on my corridor decided they wanted to look at attributes. I really didn't know how far and for how many weeks I could carry on the attribute games. We started with just the plain attribute blocks and I found that not only was I getting more involved but the paraprofessionals began to pour out ideas and bring in materials. Just when it seemed the whole process of looking at attributes had stopped, one of the paraprofessionals brought in a box of buttons and it started all over again. As the weeks went on the attribute blocks extended into thinking in terms of other materials and to looking at attributes in other areas, not just mathematics but also science. We got down to the basics of classifying. The other advisor's help strengthened me and also opened up the specific possibilities, which I didn't see at the beginning.

WORKSHOPS FOR PARAPROFESSIONALS ARE CITED AS AN OCCASION FOR SHARING SKILLS.

We've been having ongoing workshops with paraprofessionals, separately and then together with teachers and parents. At the very beginning we asked them what they saw as their needs, what they wanted to get out of the workshops. There was really very little input. I think they felt uneasy about exposing themselves--they didn't quite trust us. Anyway we came up with some ideas to which they seemed responsive and we went on with them. A couple of weeks ago in the middle of a workshop one of the paraprofessionals suddenly said to one of the other paraprofessionals, "Mrs. V. I saw you doing that papier mache in the corridor with the children and it looked terrific. How do you do it?" So right away we said, "Well, why don't you share with the rest of us how you use the papier mache at the next workshop?" She led the next two workshops on papier mache and was fantastic. When one of the other paraprofessionals thought she was finished with her papier-mache piece she said, "Oh, no. You have to build that up some more. We are going to continue this next week." As one of the paraprofessionals said: "You know, we have workshops with you and we work with you and the teachers but we never really have time to get together among ourselves and share ideas." I think this is true. Now we use the workshop time not only for our imparting of skills or curriculum ideas, but for their sharing of strengths with each other.

Recent advisor documents and memos give other instances of advisor work with paraprofessionals.

Schedule of paraprofessional workshops in one school over several months:
December 2: Language enrichment--group games and activities to develop vocabulary and reading skills.

December 11: City College Workshop--9 AM-1 PM. Holiday activities to deepen the curriculum.

December 16: Reading readiness activities--building visual and auditory skills.

January 6: Using classroom materials--how to teach math with one-inch cubes, logical blocks, and other common materials.

January 13: Using the environment--the classroom, the corridor and the school provide many learning experiences.

Other contacts with groups of paraprofessionals:
February 10: We guided discussion about specific Title I children whom paraprofessionals are relating to; gathered a list of the children and began a program of keeping logs on work with those children. Problems in work with Title I children that came out: other reading programs take children out of the classroom frequently; teachers assign jobs to paraprofessionals disregarding the paraprofessionals' own desires and plans for work with children. We made plans to begin parents' sewing group on Friday mornings with the help of paraprofessionals with aim of involving Spanish-speaking parents in Open Corridor activities.

Consultations with individual paraprofessionals:
I modeled for the paraprofessional by working with a group of children on construction of folded paper puppets. We extended the activity through an experience chart, recorded the comments children made about their puppets, shared the puppets at the class meeting. I had a follow-up conference with the teacher and paraprofessional about ways of following-up with other children and the possibility of doing a puppet show of the story that had been read to them.

I met with the paraprofessional of the 1-2 class about starting up a papier-mache project which she will supervise. It is a project she is interested in and one we had talked about earlier in the term. We discussed how the possibilities might be presented and I volunteered to help in setting it up and in assisting her with the activities, which would go on during June, and in using the resource room across from the classroom for a series of small-group sessions with as many of the children as are interested. We agreed to work out the timing and schedule with the teacher, who had liked the idea as an end-of-term project. I suggested a display of "touch it" samples borrowed from other teachers, which the paraprofessional could talk about with the children.

In addition to school-based workshops, advisors held six workshops for paraprofessionals at the Workshop Center. In most cases paraprofessionals were released from their schools for these training sessions. Workshops were on topics such as "Preparations for Puerto Rican Discovery Day"; "Curriculum Extensions through Seasonal Holidays"; and "Reading, Writing and Language Development in Open Classrooms"--creative writing in the upper grades, oral language activities for the young child, Afro-American literature, etc.

ADVISORS SPEAK OF ARRANGING WORKSHOPS FOR PARAPROFESSIONALS AT THE WORKSHOP CENTER.

I wanted to relate to some of the new activities the teachers had been introducing to their classrooms over previous weeks. I made plans to bring in more materials relating to water, which a number of the teachers had gotten very excited about. The topic had developed into a real project. I arranged for the paraprofessionals to go to the Workshop Center for a workshop which got them tremendously excited about possibilities with cornstarch and water and it's going like wildfire through the classes. After the workshop one of the paraprofessionals said a very interesting thing to me. "You know, I didn't realize how hard it would be to present this to the children without just giving them the words. I admired so much the way the workshop leader who did it with us didn't give us any of those words but I didn't realize what a big struggle it is not to say them myself."

Advisor's notes on a workshop for paraprofessionals at the Workshop Center:

At approximately 9:00 AM paraprofessionals and advisors arrived, greeted each other and shortly settled down to some introductory remarks by E (advisor). She discussed the focus of this workshop--bread making and its use with children and what the shape of the day would be. Each advisor leading an activity discussed what she would be doing in the morning session. Corn bread, bagels, pizza, butter and banana bread and flan were the planned activities. In addition, M (bilingual advisor) would have ongoing activities related to craft projects in connection with Puerto Rican history and culture, specifically Taino Indian symbols.... As informally-structured groups began working, I was struck by the interest and enthusiasm.... Prewritten recipes were consulted and followed amid conversations dealing with personal early childhood reminiscences related to working and/or baking, family constellations, reactions of children to cooking experiences in the classroom and a variety of other topics.... Another problem was raised concerning whether or not melting shortening before adding it to the (cornbread) mixture would make the bread finer or lighter or not make any difference at all.... It was decided that one loaf would be made with melted shortening and one with unmelted shortening. This led to some discussion about the variety of science concepts involved in cooking. Temperature, changing of form (liquid to solid), expansion, purpose of baking powder vs. baking soda, some of the concepts paraprofessionals felt should be dealt with in this activity with children.... Throughout the activities in this full and active day, conversation and social interaction were characteristic. Ideas, points of view, experiences were shared. Each participant took recipes, a booklet on Taino symbols and in my opinion an enriching experience back to their classroom.

Paraprofessionals are also invited to and have attended regular Workshop Center offerings and Friday Advisory Development sessions with special consultants, including, this year, Vera John, Patricia Carini and Deborah Meier.

PART ONE: IV

Work with Parents

Parent acceptance and initiative have been and are essential to the restructuring of the institutional setting that an Open Corridor entails. A primary responsibility of the advisor with respect to parents is to support parent contributions to the development of the Open Corridor in the very valuable ways unique to parents and to assist administrators and teachers in working out ways of including parents. Parents can share their skills, participate in the solution of the problems of Open Corridor growth and help school personnel understand and extend the experiences the child brings from outside the school.

After initiation of the program the advisor continues discussion with parents on rationale and responds to their questions about progress. Parents are invited to visit the corridor, to join their children's classrooms or other classrooms or other schools. The advisor listens to parents' ideas and encourages them to participate as fully as possible in school life, bringing their own interests and talents to bear. The advisor also deals with individual parents' worries about their children's schooling. Parents are drawn into the ongoing processes of assessment and development in various ways.

Work with parents has increased markedly since the beginning period of program formulation. "Coffee hours" and regularly-scheduled curricular workshops with parents have become a feature in most Open Corridor schools and parents often join workshops at the Workshop Center (see Part Two*). Parents are invited to monthly and special sessions of the Advisory Development program to hear, for example, Patricia Carini on the social development of the child. A number of parents attended with great interest the discussions of heterogeneous grouping held at the Workshop Center during 1973-4. Parents have also joined in documentation of curriculum and of other aspects of the school. Advisors with parents have been involved in the design and building in one school this year of a sand-and-wood construction playground in a small enclosed schoolyard that had remained unused. The December 1973 issue of NOTES is devoted to questions of parent participation which goes beyond inclusion of parents as partners* in *schools to consideration of the importance of continued study of the informal home educative setting. The fight to preserve open education in the schools has been led by parents and the final workshop of the year, June 27, 1975, at the Workshop Center on ways of sustaining the schools in the face of massive budgetary cuts drew many parents as well as school staff.*

ADVISORS SUPPORT MORE INFORMAL INTERACTIONS OF PARENTS AND TEACHERS...

My school has always been a very classic, traditional school--the kind of school where the doors were always closed and parents had to stop at the office and get a pass and you always had to have a reason to visit your child's teacher. The idea of parents just walking through the corridors and stopping to talk to teachers was unheard of. Over the three years that the Corridor has been in existence this kind of informal interaction between parents and teachers has increased to such an extent that there are always parents around. They come and talk to the teachers just standing in the doorway. The school is an "open" place and more and more parents are doing things in the classrooms in very informal ways. Parent participation started out as a quite formal program of volunteers. There were some parents in charge and they had a list of volunteers, there were schedules and if you were absent you called up and so forth. The very first year they had a rule that you couldn't work in your own child's classroom, as if something terrible might happen. The teachers did feel that it might be disturbing to some children. Possibly that was a good way to begin. Now you find that more and more parents are working in their own child's classroom. It has become almost a personal thing where the teachers will say, "I really could use some help in the morning when I'm trying to do the reading and everything all at once." They are not afraid to ask for help now whereas I think at the beginning it was, "Well, they can come in--but!" And there's an extension of this--just the other day the annual coffee hour for the parents of next year's kindergarten class was held. The parents come to the school, visit the classes and then have coffee upstairs where the principal talks with them. This is the third year I've attended it and the whole tone of the meeting has changed. The first year parents were asking questions about Open Corridor and you could tell the administration had a set format for responding, they were answering things in a very formal way. This year it was so relaxed. The whole focus of the meeting was--"come to our school, visit, work with the children in the classes." There wasn't this effort to explain formally: "We have a trip program, and we have a guidance program, etc.", laying it all out. There's been a great change in that school because of the Corridor.

LEADING TO CHANGED SCHOOL ATTITUDES TO PARENTS.

An advisor memo records plans for involving parents in the program:

The parents are having an Open House on October 2, 1974. I will attend and bring materials to stir their interest in participating in the school program. We'll prepare handouts inviting them to subsequent coffees and to volunteer in classrooms.

ADVISORS HELP PARENTS TAKE ON SPECIFIC RESPONSIBILITIES...

In the school where I was working last year there was a core of parents that was very interested in taking over the responsibility for showing the many visitors coming to see the program around. I gave this group an orientation session. We walked around the school and looked at the various classrooms where I specified the kinds of things that they would want to point out to visitors and the kinds of things that would take more time to observe. The parents found this very helpful and were able to take over all of the visiting for the remainder of the year. There were also many parents who had questions about the program since it was new in the school at the time. During much of the year I held individual conferences with parents, answering their questions or sometimes just interpreting what was going on in the classroom.

A memo records planning with a parent for an activity with Corridor children:

Met with Mrs. S (a parent volunteer) on how to organize a Corridor newspaper. We discussed having three children from each class act as editors to gather materials and encourage participation by other children. We suggested getting ideas from the children as to what they would like to have included in the newspaper, and for a title. We had a follow-up meeting to discuss progress and problems which arose.

AND OFFER PARENT WORKSHOPS AND DISCUSSION GROUPS.

In our school parents are always invited to participate in the large monthly workshops we hold. Another contact with parents is the informal chats we have as we pass them in the corridor when they're dropping their children off. In addition, we've been having evening meetings with parents. Teachers are also invited but by and large the meetings are made up of parents. Many of these are question and answer or discussion periods where parents can bring up things that are concerning them about the program, things they want defined or clarified such as the difference between an Open Corridor program and an individual open classroom.

An advisor's memo describes a parent workshop in the school:
This week (at the parent workshop) RL spoke on "Art in the Open Classroom." She shared samples of children's work such as murals, drawings, felt stitchery and a patchwork quilt in progress. Part of the presentation was a visit to RL's room to view the large doll house display that the children have been working on since the beginning of the term. ...One of the parents brought her two children, who thoroughly enjoyed the visit to the classroom and viewing the doll house display with its furniture and appointments.

Sequence of an advisor's contacts with parents in one school, culled from her memos:
March 4: Viewing of video-tape on "Reading in Open Classroom." Discussion of *New York Times* articles on learning disabilities and "back to basics." Distributed article, "Education's Latest Victim: The L.D. Child" for discussion at a later meeting. Discussion of DP's plan for Science Resource Room in the school. Planning with LL (parent) for filming in classrooms.

March 11: Continued discussion of learning disabilities. Continued banner-making.

March 19: Set agenda for after vacation. Continued discussion of learning disabilities questions: exclusion of children from regular classrooms versus inclusion in normal range of individual differences; supports for teachers as they work with difficult children in the classroom; what does learning disability mean--is it too great a labelling umbrella?

March 25: Distributed NOTES issue for discussion of Lillian Weber's article after vacation. Two parents who were at the 3/21 Friday Advisory Development session at the Workshop Center shared the discussion as it related to our school--questions of adults trying to work together and need for parent support; problems created by urban setting; need for teachers to feel personal commitment if change is to take place and dangers of pushing teachers into something.

April 8: Discussion of testing, especially of reading tests. Explored implications in American efforts on mass adoption of Vietnamese children of the view of the child as a person whose culture, setting and language are important. Discussed invasion of young child's privacy and the violence done to persons in the name of "adaptation."

April 8: Evening meeting of school parent organization on the role of the advisor: presentation by advisors of work done this year with paraprofessionals, parents, administration and teachers as individuals and as community; mini-workshop in integrated science-math-language learning through study of the outdoor environment.

ADVISORS ARRANGE FOR PARENT USE OF WORKSHOP CENTER.

April 22: Planned the 4/29 visit to the Workshop Center. Shared experiences of "Roots of Open Education" conference on 4/12 and discussed some of the roots of Open Corridor, its basis in philosophy and past experiences.

April 29: Group visit of parents to the Workshop Center. Looked at curriculum materials for upper grades. Possibility of schoolwide bicentennial study of the history of our school discussed, arising from sharing of threats to close the school, and plans made to present idea to administration and teachers.

A parent-staff organization suggests to the principal an idea for their contribution:

A group of parents had gone to the Workshop Center to see the rooms, to meet some of the people involved and also to look at materials and equipment. An informal discussion began about our school being threatened and as the conversation became more and more involved, the parents began thinking of ideas to assure our school's remaining open. Lillian Weber suggested that it would be great to document everything that had happened and that, since our school was one of the oldest, it would make a great historical study which could culminate in a book. This sparked the idea of getting the entire school involved in a project on the history of our school and of our community.... (This project was undertaken by the advisor and parents, resulting in a documentation of the fight for the building which the school is keeping.)

PART ONE: V

Curriculum Development

Other sections of Part One *of this bulletin deal, in one way or another, with various aspects of curriculum. The examples presented below focus specifically on advisors' curriculum work with teachers using the workshop format.*

The teachers need for materials and content had to be met from the very beginning of any reorganization because the whole-class design could not be broken up without all sorts of provision for children's direct experiencing. To begin with, the advisor helped the teacher use Board of Education curriculum in more responsive and adaptive ways. But, as teachers began to develop greater capacity the advisor stressed the possibilities for strong sustained-interest themes in social studies and science rather than sequential curriculum. The advisor helped the teacher understand that such content provisions are basic supports for language and reading.

During this period, too, when the teacher was preoccupied with reorganization and problems of managing, the advisor bypassed making any comments on the reading program, recognizing that the teacher's anxiety about reading led her to cling to whatever she thought was "necessary"--a special "time" for reading and some isolated skill-drill teaching. Even so the advisor made a point of discussing extension of reading opportunities into all areas of the classroom and into all parts of the day. She also discussed the value in interaction and sharing of experiences and ideas and the ways to support communication in the reorganized classroom. The break-up of whole-class work in fact created a new environment where children needed to talk to each other and to the adults because they were doing different things.

Advisors' study in Friday Development Sessions centers on understanding the active process of children's language development and development of reading, and they share their understandings as they go along. Together, advisors and teachers have developed a reading assessment procedure stressing language competence and function, meaning and context. Advisors conduct frequent lunch workshops on reading or language (see **Part Two, Overview,** *"Workshops on Reading and Language Arts--103"). Paraprofessional workshops stress reading applications of all content.*

Almost equally frequent are workshops that help teachers understand the possibilities of the concrete materials that have been developed for children's use supporting their understanding of numbers, balance, measurement, etc. A good part of the discussion and work on curriculum development takes place in such workshops. New materials and techniques may be introduced in response to teacher interest or to something that has happened in the classroom. Workshops may be planned to develop new uses of existing materials and resources or for extension of interests which children have expressed. Other workshops are devoted to making materials for use in the classrooms.

Group commentary during workshops on the subject of the workshop or on educational issues heightens each teacher's awareness of inherent possibilities and enriches *her understanding of the basic frame of work in the open classroom. All workshops tend to reinforce teachers' sense of community. Workshops not only assist teachers but are part of the advisor's own learning through the research, preparation and reflection called for in presenting them and in participating in them with teachers. Advisors sometimes draw on the expertise of their own community of other advisors for assistance with workshops.*

The advisors' support of curricular foci that have continued for a prolonged period and have integrated subject areas is evidenced in the list of "Curricular Themes" in Part Two--*"Environment and Ecology, 8 months; Math in the Environment, 4 months; Federalist America, 6 months; Puerto Rico-Alaska-Africa: Cross-Cultural Social Studies Project, 8 months," and so on. A few of these curricular developments have been well documented and will be available in published form. (Inquiries should be sent to Editor, Workshop Center for Open Education.)*

ADVISORS REPORT ON MAKING MATERIALS WITH TEACHERS...

In a classroom that still had very little material--this was in September--the teacher resorted to xerox materials. The children were trying to add numbers and carry but they were at a complete loss. It was obvious that they weren't aware of place value. They didn't have an abacus; in fact, at that point the teacher didn't have one-inch cubes. She did have an evelope of those paper strips of tens. I asked to work with three or four boys who were just running around the room. We played a simple exchange game using only the cardboard strips. At the lunch meeting that day about ten teachers were present from two Corridors and we discussed what had happened in the morning. Together we made up an abacus, using different colored oaktag, which is still being used in some rooms. From then on, the teachers began sharing the materials. One teacher began the exchange game using cubes and then she borrowed the abacus. We had several sessions with the teachers after that, making more materials.

ON DRAWING ON OTHER ADVISORS TO HELP WITH SPECIFIC CURRICULUM AREAS...

I am not as strong in science as I might be and I called on another advisor who is a science specialist to come in and do specific workshops with my teachers. This made our over-all program much stronger.

I worked with one teacher who had gotten involved in a photography project--photography without cameras. I took her as far as I could with the books that I had, then I brought her to the Workshop Center to work with the staff advisor who was a specialist in photography. With his assistance she developed a program that went on for nearly six months. She was a cluster teacher in the corridor and as a result of her interest some of the children became very deeply involved in photography. At the end of the project I was able to go back and help her set up a display of the project, but without this kind of extra help for me to call on it would never have been as successful a project as it was. On another occasion when we had been doing plays I was able to call on other advisors to come to the school and assist us in the production.

Since 1973 advisors' interdependence and sharing in developing curriculum in the schools has intensified. The following excerpts from the Advisory documentation illustrate the sequence of development of a "travelling workshop" by the advisors:

AND ON JOINT PLANNING FOR INTERSCHOOL CURRICULUM SUPPORTS.

The second week in January we called a meeting of both first-floor Corridors to discuss the ethnic curriculum possibilities for February. Focusing first on the Chinese New Year, L (teacher) gave a description of New Year's Eve and New Year's Day in her home and in Chinatown. D (paraprofessional) followed her with a description of the Dominican Independence Day celebration in Santo Domingo and its historical origins. We told the teachers to plan on attending a workshop at the school on January 27th based on Black History Week, Dominican Independence Day, and the Chinese New Year. The purpose of the workshop would be to give them some background in planning for classroom and Corridor projects....

Meetings with Advisors:
When the advisors met at H's house early in January, someone expressed a desire

that we plan some projects where we could share our know how and work together. In response, I told them about the workshop we were planning for Black History month, Dominican Independence Day and the Chinese New Year. I said we could use help and everyone agreed that they would pitch in and then we would all move on to do the workshop in each other's schools. I was sure that teachers would wish to get together and that we would be planning for pairs or groups of classes to develop programs or festivals around one or more of these occasions in February.

February 12: At the lunch meeting we discussed evidence in classroom work of the multi-ethnic workshop given by the Advisory. C's class has a Chinese dragon; L's class has been cooking shrimp chips; J's class has been doing paper-folding. All these activities had been demonstrated at the workshop.

The Workshop Center has provided the City College Advisory with a new home in which all advisors feel they have a share. The Friday Advisory Development sessions and special conferences are held at the Workshop Center. Advisors have as well increased their own expertise by joining regularly-scheduled workshops and have contributed to the Center by leading workshops.

The Workshop Center has added a new dimension to advisors' work in the schools. The Center offers more extensive support for curricular development than can be offered by school-based workshops. It supports a richer understanding of underlying rationale in learning, offering teachers direct experience of their own learning. Regularly-scheduled workshops are free to teachers and all other school personnel and to parents. Specially-arranged workshops are also given. Advisors come to the Workshop Center with groups of teachers, joining them in workshops or on independent projects of mutual interest. With teachers they share and comment on displays of other participants' and children's work or develop resource materials that the teacher wants to make for her classroom or research new curriculum through the materials and resources of the Center. Advisors and teachers alike use the Center's extensive library on curriculum and on theoretical aspects of open education. The Center publishes the quarterly journal NOTES and occasional papers which develop issues or suggest practical solutions to classroom situations, recount a teacher's changing or an advisor's work, or present pertinent research and bibliography.

In 1974-75 City College instituted a flexible course for credit which allowed teachers to "make the course up" by selecting a number of workshops that interested them and combining these with several general sessions with Professor Weber. Excerpts from the logs the teachers kept of their experience illustrate the kind of support and inspiration that the Workshop Center offers as enrich-

ment of what can be provided by the advisor in the school and how teachers carry this back to their classrooms:

TEACHERS' APPLICATIONS OF WORKSHOP CENTER EXPERIENCES.

Two interesting points occurred in my classes as a result of the workshop on "Cross-Cultural Family Studies." I dropped a chance remark about genealogies and primary sources with the result that a week later Matthew came in with a family-tree he had worked out. On his mother's side, he can trace descent back to Sir Francis Drake. On his father's side there is no such illustrious background, but there is a continuity of six generation.

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The idea of tracing ancestry *(workshop on "Black Genealogy")* is an interesting one to me. I never realized how much can be dug up with a little know-how and a lot of determination.... Ideas began to swim around in my head for possibilities in my own classroom. The beginnings of a simple family tree was the first idea. I've already thrown the idea out and some of my children seemed particularly interested.... I'll share the results when she is done.

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I had never thought of having crickets, but their chirping (in the snake cage at the Workshop Center) made me think of summer and I thought the sound would be pleasant in the classroom. I asked the Center staff person if he could spare any. He told me a gallon pickle jar would house two adults (male and female) and they would breed. I am going to try to get a jar for the next term.

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Today's workshop was on "Cooking for the Chinese New Year." ...The meal prepared at the Workshop Center was quite good. I pooled resources with two other teachers in the school. I borrowed a wok from Mrs. C, the only Chinese faculty member in the school, to show to my class and I worked with Mr. W, a Chinese student teacher in another class.... Mr. W had been working with the six Chinese students in his class

> on preparing a report on the Chinese New Year and on setting up a display in the showcase in the school lobby. Mr. W's children presented their report and display to the children in my fourth grade class. They explained some of the customs associated with the celebration of the Chinese New Year and showed the children the special red envelopes in which they receive their gifts.... I distributed rexo copies of the recipe for the sponge cake we had made at the Center to children from all three classes. We looked over the listed ingredients and different children volunteered to bring in the ingredients from home.... The next day we set up the cooking area and the first group of children began to cook the cake. When they finished the next cooking group began... The children had a tasty treat that day!... An unexpected bonus developed from our class activities around the Chinese New Year. C, a student experiencing great difficulty with reading, came to tell me that her brother observes a different type of New Year celebration because he's a Muslim. I suggested that she interview her brother to find out about his observance and then tell the class about it.... The next day she came to me with her report. With great effort she'd written down some things her brother had told her about Muslim customs.... I called the class together and C shared her report with them. The report sparked an interesting and lively discussion.

The teachers' logs also note their thoughts about the Workshop Center experience and about the general sessions with Professor Weber:

> Individual differences surfaced when discussing a workshop common to more than one person, as one expressed a positive reaction and another a negative reaction to the same situation. We, like our students, come to a situation with various backgrounds, needing different things, and we can only give or take what is appropriate to the situation relative to ourselves.

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> We must also recognize the importance of records. These records not only help a

teacher but also fulfill her obligation of accounting to parents about the levels, progress and problems of their child. Additionally it's important to retain samples of a child's work. These may also be shown to children. Very often, when a child sees his past work, he can see his power and progress as a learner. What we confirm for the child is so important.

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The fact that I am a junior high teacher does create some problems... but from the beginning, my misgivings were forgotten. No matter how exhausted I was on my arrival, I reached the end of each session renewed and feeling that I had not wasted my time. Some of the sessions had immediate application for me; others did not. Some had only personal interest, and these I found shallow--I could not at this moment afford the time spent on these, although I enjoyed them. A few were of such immediate moment that I could have had them repeated. AT NO TIME DID I REGRET having begun this course; my one regret is that I did not start earlier.

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In classroom management one has to decide what one can live with. It is a personal decision for each teacher; and it is the teacher who must make that decision, the students don't make it for her. The teacher must set the standards and control the point at hand by controlling the class level at a point where she can handle things.

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One of the pressing obstacles to overcome in order to have a productive and successful activity was time. The amount of time it takes us adults to run through a mini-session of, let's say, print-making is not a fair estimate of the time children need for the same project. The number of children, their attention spans, and how quickly they work, are factors that cannot be overlooked by any teacher in planning a successful activity. Professor

Weber suggested that placing a limit on the number of participants may prove to be more rewarding for those children and the teacher.

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The atmosphere here does relate to our classrooms where different group activities go on simultaneously. The organization of the Center into work areas and the storage set-up are also useful to guide the organization of a classroom.

PART ONE: VI

Liaison with Administration

PRINCIPALS

The Open Corridor's growth has been particularly dependent on support and consent from principals. The advisor joins the Director in initial discussions with the principal about prior conditions for the Corridor and continues discussions and assessment of progress with the principal after the program is underway. The advisor interprets changes and progress in the Open Corridor community to the principal, encouraging the principal to come around and see. Because of the quality of the advisor's interaction with teachers and her firmness on underlying principles, the principal comes to accept the advisor's capabilities and the initial willingness often expands into concrete cooperation.

Acting as liaison between teachers and principal, the advisor interprets and discusses the central fact--that teacher, paraprofessional and student teacher development takes place over time. Reciprocally, the advisor helps teachers feel at ease in including administrators in some meetings and workshops. Advisors are also liaison between parents and principal in some instances.

With the advisor's help the principal becomes a facilitator of change. The advisor suggests ways in which the principal can help by special arrangements for storage, for preparation periods, for use of cluster teachers. She directs the principal's attention to use of the school's common areas where the principal's leadership in humanizing arrangements is paramount. The advisor discusses such procedures as ways in which teachers can report to parents on children's work and discusses placement of children, formation of groups, inclusion of teachers in ordering of materials and the relationship of Open Corridor to other programs in the school. Issues of language and reading development are taken up with the principal, the advisor stressing the importance of the teacher's creation of a reading context and the need to support teachers in this. All of this is discussed in weekly meetings as well as in the innumerable and informal contacts that are part of school life. (See **Part Two** *for numbers and themes of some of the formal meetings during 1974-75.)*

To further support the role of the principal as educational leader the advisor encourages the principal to attend Advisory Development sessions, workshops and Summer Institutes. In addition, special sessions for principals are arranged; in 1974-1975 three of these were sponsored by the Workshop Center for Open Education with an average attendance of 34. The December Conference focused on the principal's leadership role in affecting the quality of life in the school; his facilitating role in developing relationships between special personnel such as reading tutors and the Open Corridor that support individual children's reading development; the importance of the principal's assertion of respect for all teachers in mediating between those who are in the program and those who are not; the importance in terms of support for teachers of the principal's following through on decisions that teachers have together taken *responsibility to make; and so on. Excerpts from the reports of these discussions indicate the quality of consideration given to the issue of the principal's leadership:* "Also, the Junior High principals felt it was important to interact informally in their schools. They are thinking about ways it might be possible to get special projects going--integrated projects in interdisciplinary kinds of situations--as we do in the elementary schools. One principal gave the example of using resources like the Science Coordinators who, supported and invited by the principal, are able to supply resources to the teachers." "We also felt that one of the things changing the quality of life in a school is of course the *teachers'* taking responsibility for it.... It's better for a principal to be a facilitator of things, rather than a person who arbitrarily acts in an authoritarian way. When the responsibility for change is being shared with parents and teachers, this brings about more change. When teachers are aware of the philosophy of open education they are much more apt to implement it."

Principals and assistant principals are beginning to be drawn from the ranks of advisors (there are now four former advisors filling such positions) and recent documentation of these former advisors sheds further light on the potential for administrators to assume leadership roles. (See Part Three.*)*

ADVISORS INDICATE HOW THEY ARE LIAISON BETWEEN PRINCIPAL AND THE CORRIDOR...

I can tell you about an instance of cooperation between the Corridor community and the administration in developing ways more suitable to an "open" structure than the previous ways mandated by the administration with no input from the teachers. Last Spring at P.S. XX there was a quite marvelous sharing where all the teachers brought in different ways of recording and different ways of reporting to the parents. They met in their Corridor community for discussions and then in a larger group discussion. Each sample way was distributed to all the teachers. I think these were remarkable meetings. There was participation throughout the whole school. Classes on the upper level who had not yet joined the Corridor still joined this discussion. I was amazed at the size and the participation at the meetings. There was also intelligent, high level discussion. At the end a new way of reporting was accepted by the administration. When the first Corridor meetings began teachers were uneasy about the principal joining their discussions. They felt too vulnerable still and too new to collegial relationships and to exercise of their autonomy. But now the principal was in and out of these meetings and therefore the conclusions didn't come to him as something he didn't understand at all, as a demand. He had asked for the discussion and was part of it. And I'm sure that this is part of what's happening more and more in relationships with administrations now that more truly informal relationships exist. Because the principals drop in and out of Corridor community discussions they're aware of some of the discussion before it comes to them as a formal issue. They are tuned into it, are to a certain extent anticipating it.

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First of all we meet with the principal at least an hour a week on a regular basis and the agenda is always crowded. *(See* Part Two.*)* Often we are joined by the Education Committee of the Parents Association. In the broadest terms the role of the advisor is that of "liaison" between the administration and the individual teachers or the Corridor community of teachers. Because of our closeness with the teachers, we pick up issues that are bothering them, whether these relate to individual youngsters or the cluster teacher's coverage. When we meet with the teachers we can take the time to listen to them because there are only four or five and everyone gets a chance to talk. We take some of this material from the teachers meeting to discuss with the principal so his agenda has had input preparing him for the general teachers' meeting. He knows the kinds of issues that are going to be brought up, and he has had time to think them over. I see our role here as really one of strengthening relationships and keeping channels of communication open. We're constantly saying to the principal, for instance, "Why don't you drop by and see Miss so-and-so? If she could just talk to you for a little while I'm quite sure you would be able to explain to her your view of this particular problem that she's bringing up."

AND ALSO HELP
PRINCIPALS SUPPORT
INDIVIDUAL TEACHERS.

I'm thinking too of an instance of helping an administrator get a better understanding of an individual teacher in a time of crisis for that teacher. She was a new, inexperienced teacher but she had been doing very well.

Then for some reason she seemed to retrogress. The principal was very upset. He was about to go into her room and tell her right then and there that she'd better shape up when I intercepted him. I said, "Please don't go in. Let me give you some information as to what's happening. I think you'll understand her better." We discussed it and I was able to throw some light on the teacher's performance. I said: "I'm sure it's only temporary. She's really very strong. She's going to be fine." Finally he said, "All right, I'll leave it up to you." After a month she still wasn't coming through, and he said, "I'm going to recommend that she be dropped because obviously she is not planning properly." It was true. She was not organizing her room well. She herself was discouraged and would always say "Maybe I should give up. I know I'm not doing the job." I was able to help the principal understand that a month wasn't enough time for teacher development but I also arranged to stay in that classroom much longer than I would have otherwise. I planned with her and helped in other ways. Now she's back on her feet and doing beautifully but I think that if someone hadn't been there to act as liaison between the two, we might have lost a very good teacher.

DESCRIBING HOW THEY WORK WITH DIFFERENT PRINCIPALS, ADVISORS ALSO ILLUSTRATE BRINGING PARENTS TOGETHER WITH PRINCIPAL.

I'll describe the contrast between the two schools where I work. In one case the contact with the principal is very informal. We're constantly meeting him in the hall or in his office, catch-as-catch-can. We'll just ask, "Can we see you for a little while" or he'll stop us and say,"Hey, I want to talk to you." That's his style and it seems to be very workable. He's absolutely open to us and vice versa. In the other school the principal is a more formal person. Therefore we have a meeting set up every Tuesday at one o'clock, the time when she grabs a few minutes to have lunch. We always have a rather long meeting, usually an hour, during which we talk about lots of different things. Of course, we see her and speak with her in between times too. But we have a formal time when she knows we're going to meet. If by chance we don't get together then she'll say, "I missed you on Tuesday but let's get together tomorrow." She counts on it. We are in a sense her link with these classes. She can't get to all of them. She depends upon our input to the classes and our feedback to her on many different things. We've been talking a lot about organization for next year. She is anxious for ideas about report cards. "What kind of report cards?" What do you think?" What have you seen?" We work in many different ways with that principal--always on a very open and friendly and very nice basis. This year we have helped get the administration together with the parents much more than before. All it took was saying to her something as simple as "Wouldn't it be nice if the parents had a time, say once a week, just as we do when they could come to talk about anything?" And, of course, we said to the parents, "She's very willing. Why don't you ask her?" And sure enough when they asked she said, "Of course."

ADVISORS SUGGEST THE RANGE OF THEIR WORK WITH PRINCIPALS.

From an advisor's memo:

MEETINGS WITH PRINCIPALS AND ASSISTANT PRINCIPALS DURING JANUARY.

- We discussed the possibility of reorganizing scheduled use of the library so that small groups of children could use it at various times to do research.

- We gave the administrators the schedule for meetings of the Open Corridor Parent Support committee and an evening meeting for parents of children new to the Open Corridor and invited them to attend both meetings.

- We made final arrangements for visits of two teachers to other Open Corridor schools and discussed coverage of classes and focus of visits.

- We shared results of a follow-up conference with teacher (4th/5th grade) with whom we had met previously to discuss whether or not she wanted to continue in Open Corridor. After some thought she has indicated interest in working with other teachers and advisors in a more consistent way.

- Several teachers have raised a question about new admissions and voluntarism in the Open Corridor program. We stressed to the principal that parents should be made aware in advance that their children are going to be in the program if, according to present registers, there is a clear indication that because of an imbalance in numbers a child will be placed in an Open Corridor classroom.

- We raised the question of planning on reading work. Paraprofessionals have been working on reading with small groups of children and there seems to be some question on the part of at least one teacher as to who is responsible for the weekly planning for all children regardless of who actually carries out the plan.

  We also shared information on the paraprofessional workshop schedule and discussed the possibility of released time once a month on Friday for an experienced teacher to attend the Friday Advisory meeting at the Workshop Center.

CUSTODIANS

Because Open Corridor reorganizations affect the look and use of classrooms and corridors, custodians have been brought into the program by advisors. Advisors help them to understand the meaning of the program for children's growth and encourage custodians to contribute out of their own expertise and means.

In both schools where I advise, the custodians are quite friendly people. Sometimes you feel that you are beginning with rather hostile people, but in both these cases the men were--if not welcoming us with open arms--amenable to certain kinds of changes. Both of them did come to the Custodians' workshop last year. I think they were favorably impressed by seeing people talk together about problems. The custodian in one school liked to mention the fact that he has five children and that one or two of them are in open classrooms--even though he has commented unfavorably about a few of the things that we have done. Our relationships in both schools has always been very open with the custodians. We have gone to them many times for help. We have included them in anything that might cause a little concern on their part by speaking to them first. They were accepting of this approach. Instead of saying "Never--don't you dare"--they say "well..." We have worked out a lot of small things with both of them. And because of this long-term relationship several nice things have happened; for example, when there are problems they come to us first. Before Christmas the rooms got a little messy and the custodians came to us--they didn't go and complain to the principal behind our backs--and asked, "Do you think you can talk to the teachers?" They have also worked to get special things for us. In one case the custodian put in a request for metal shelving to go in all the wasted space under the blackboards. They even went to the teachers and asked them what colors they would like. He got the request too--$700 worth of material. The other's school is an old building which has paint instead of tiles. Every time you put up a display on the walls when you take it down chunks of paint come off. We used to apologize to the custodian and make jokes about it. Then they repainted the school and we said we'd try not to rip off the paint. In spite of that he put in a request--and got it--for corkboard to go the entire length of the corridor. The two men cooperate now and when I told the other one what the first had gotten he called the first up to find out how he had done it. The next week the other one said to me, "I put in an order for those shelves too." We have a nice relationship with both men but I think it's because we have always gone to them, sought their help and included them and vice versa.

OTHER SCHOOL RESOURCES

Many of the Open Corridor schools have other programs or "special resource" teachers which offer various services to children for periods of time. Advisors have initiated contacts with or been responsive to programs that want to work within the Open Corridor setting. Especially close relationships exist with such programs as G.A.M.E., T.R.E.E., Teachers and Writers Collaborative, and the Studio Museum of Harlem. A complete list of programs with which we worked in 1974-75 is given in Part Two. *Included on this list are also "special resource" teachers and personnel within the school system, who relate to the corridor and who may affect the development of the children. An example of working with a student teacher supervisor is included in the section on* Work With Teachers. *Below an advisor describes her relationship with the guidance counselor in her school.*

In the beginning of the year I talked at length with the guidance person at the school about the program because she wasn't clear as to how she could fit into it. I met with her enough times so that we got to know each other. I got her to spell out what she thought the program was as a first step and then redefined. We came to agreement that if she were going to help a child she should be in the classroom and not just in the office and that she could function best in a classroom by observing. She agreed because she likes to work in that style. The teachers were quite agreeable, they didn't mind her coming in at all. Now you seldom see her in the office. She is actively engaged in observing but doesn't participate in activities in the classroom. I also suggested that she come in at different times of the day so she could see the child she is observing in different activities. Sometimes a child may be very active in the morning and very quiet in the afternoon. From her observations she has been able to go back to the teacher and talk about the child and fill in some points for the teacher from her different perspective. Now they're working together, the teacher and the guidance person.

Because our commitment to the continuity and connectedness of the child's development has special implications for language acquisition and development, advisors have obviously felt it important to meet often with special reading personnel. We have tried to help these reading specialists better understand the resources of the classroom teacher and to use some of the classroom content that has involved the child. We've often met with the "Right to Read" program and have succeeded in working out compatible goals. A special relationship, which is described at the end of the section on Work With Teachers, *also exists with personnel from the bilingual programs.*

PART ONE: VII

The Corridor Community

The Open Corridor program takes its name from a grouping of four to six classrooms (generally holding about 125 to 175 children) that open onto a common corridor. Corridor communities incorporate the separate home bases of these children and their teachers, at the same time as they provide for continuity and extension of each teacher's and each child's individually different and uneven development. Building a community of teachers around a corridor breaks through the teacher's isolation, humanizes the school, expands the child's school world.

This community, based as it is on the interacting and interrelating of adults and children, supports the learning of each member by allowing for breadth of experience as well as confirmation of experience by others. An atmosphere of informal interaction between children and teachers of different classes is the essence of the Corridor community; casual and natural interruption, easy accessibility to each other's resources and expertise maximize the possibilities of problem-solving. Shared understandings confirm private learning and stimulate new learning--this is the ideal underlying all extensions of the field of interaction.

The advisor, acting to spark and strengthen the beginnings of interrelationships, promotes the feeling of community in all her work with teachers, children, parents and administrators. She presents a view that appreciates different styles of contribution, considering these as strengths that all can share. The advisor helps the teacher draw from what has been developed in another teacher's classroom, and to facilitate this process, may even take over classrooms for short periods. Advisors use the Corridor as nearby work space with one or two children. In formal meetings of teachers on a Corridor, advisors may urge joint planning for supplies, for use of resource teachers, and other common resources and for use of the Corridor as a center for common projects. Her shared planning for individual children is both a result of and an additional contribution to community among teachers.

The work of advisors extends outward to include all whose roles intersect or touch on the Open Corridor program. The advisor's role is to hold the program open and available for all those who want to relate to it, including teachers and children who are not in the program. From the very beginning children from other parts of the school who were not in the Corridor program have sometimes been included. Their curiosity about interesting new developments in the Corridor is recognized. They are allowed to join to help younger children for periods of time set by their teachers. Their teachers, often uncertain about the Corridor, find this relationship between children a helpful one for the children and are often very glad to avail themselves of the opportunity offered by the Corridor teachers. Similarly, meetings of Corridor teachers are open to teachers who want to attend even though they are not in the program and may not yet want to be. Advisors respond to these teachers when they ask for suggestions on a problem or indicate they've tried something new. Indeed, this openness to those around the program is how the Corridor grows.

The Corridor itself has been interpreted in different ways as circumstances in different schools have varied. Building and fire department regulations, hard-to-break habits of teachers who are used to unquestioned control of their own territory, and even custodians' expectations about the look and use of a corridor or school have affected the physical development of the Corridor. However, a Corridor community cannot be inferred from the single factor of corridor use or disuse. Even teachers who are meeting together, who plan together for supplies and materials, and whose work of classroom reorganization was permitted originally only because of the existence of the group will say, "We don't have a Corridor." Though the whole community or several communities may come together for special purposes or even a common project, such remarks reflect an abstract definition of the corridor as a separate physical entity, which may obscure the psychological reality of the community. What is key to the meaning of "community" is the gradual and subtle transformation of a corridor from impersonal passageway to pipeline of communication, a living extension of the classroom to accommodate natural overflow and interaction and support for each teacher's and each child's development. Thus, the Corridor community, far from diminishing the individual teacher's independence, offers greater scope for a teacher's initiative and risk-taking by providing a surround of support.

ADVISORS RECOUNT HOW TEACHERS ON THE CORRIDOR INTERACT AND HELP EACH OTHER.

The teachers on our Corridor help each other a great deal at the point where the problem is organizing classrooms--the experienced teachers help the inexperienced teachers. For example, one of our Corridors is made up of three inexperienced teachers with whom we've been trying to work, but the going has been very slow. Then we got the idea of having joint meetings with the neighboring Corridor where all the teachers are quite experienced. We met in the different classrooms or in the resource room. The inexperienced teachers showed great willingness to ask questions and to receive suggestions from their experienced colleagues. It was very difficult to get these teachers to open their doors to try some interchange and flow of children through the Corridor. After that experience with the other teachers they saw how easily it worked. They also got many ideas, especially on different ways of setting up their room. They could receive suggestions more easily, in a sense, from the other teachers than from the advisor at that point.

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In both my schools we tend to meet on a rotating basis in all the teachers' rooms on the Corridor. In fact in one of the schools the principal sent a notice to all the teachers that he would like them to make visits to other classrooms; he even provided paper for them to write down their thoughts and reactions. One of the teachers on my Corridor didn't have a student teacher at that time so I stayed in her classroom while she went--and I stayed in one other teacher's classroom for her to go--at another time. One of the things that happened was that the teachers all visited a classroom on another floor and came back very excited about the cooking that was going on there. As a result, there was a whole wave of cooking: areas were set up in rooms in that Corridor, with sharing of new recipes and so forth.

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Teachers who have a particular strength share it with the other teachers. For example, there is a teacher on one of my Corridors who is very good in art and she conducted art workshops for the other teachers. She also allowed them to send children from their classes in to work with her in art.

ADVISORS RELATE HOW TEACHERS PLAN AND WORK TOGETHER.

In one of my schools the teachers on the Open Corridor have a supply closet which holds all the supplies for the program, which they share. They also plan for what they need, take inventory of what they have and request new supplies jointly. In the other school, the first year of the Corridor the teachers got together and organized a toy store, a cake sale, and a bazaar to raise funds to buy materials for the Corridor. The next year the teachers and parents together took over these tasks. The parents had a community dinner and a film showing outside the school. The proceeds went to the Open Corridor and were divided among the teachers. This year the parents have completely taken over the fund-raising.

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ADVISORS SUGGEST COMMUNITY ACTIVITIES.

The Corridor community is sometimes as much for the children as for the teachers. For instance, the attitude towards assemblies in most schools is very negative. At best, teachers look at them as maybe a chance to do some record-keeping. On the other hand in some of the schools I suggested community meetings--sometimes daily and sometimes weekly. I wasn't sure how teachers would respond, especially in one of the quite traditional schools and especially since there wasn't a clear academic purpose to this getting-together. Well they really look forward to it. At first I thought that they only met when I was there. But I've discovered they get together when I'm not there. There seem to be very little discipline problems involved despite the fact that 100 or 125 kids get together. The teachers come in very relaxed and the kids clearly also have a very positive feeling about it. Although the children range from kindergarten to third grade they seem to really feel that this is part of the ritual that makes them a community. I think it has the same meaning for the teachers as well. I think the assembly with eight or nine hundred kids marching in and all the difficulties of getting together very rarely conveys that good, reassuring feeling of community. The meetings themselves are largely just singing and maybe a short reading. If one of the teachers can tell a story, there'll be the telling of a story. They're short--ten or 15 minutes. I've seen some meetings extended to include a period of sharing; it works best if it's short, informal but short.

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Occasionally a Corridor community gets launched on a joint project. One of my Corridors which is incredibly cohesive planned a Fair to raise money. They included a bilingual class which was on the Corridor and planned it in such a way that the bilingual class would have a very attractive and inviting activity at the Fair-- a game room where the children could try their luck. Another room had the food and still another had the boutique, and a couple of rooms were left for children who were not participating at that point. There was a great deal of cooperation from parents. Although I sat in on some of their planning sessions it was really set up and handled totally by the Corridor and its teachers. On another Corridor there had been talk about also having a Fair but it had been off and on and hadn't really gotten started. Part of the difficulty was that the kindergartens on that Corridor had a different lunch period from the other classes so the kindergarten teachers could not join the Corridor's regular lunch meetings. I debated whether or not I should intervene and decided it was worth pressing for a decision, setting a date, and really getting people to commit themselves to what they would like to do. At the end of the meeting in which we did this there was a whole sense of excitement, of looking forward to what they were doing. There was a lot of joking about who was going to have the kissing booth, who was going to do the weight-lifting and so forth. I don't know what the Fair will turn out to be like, but the contrast between the advisors' roles in helping each Fair get off the ground is very interesting.

ADVISORS HELP THE CORRIDOR STAY OPEN TO CHILDREN AND TEACHERS IN THE REST OF THE SCHOOL...

I recall the case of a fifth-grade boy who is not a member of the Open Corridor community in his school. At the beginning of the year he was quite disruptive. The school's art teacher--she also is not a member of the community but is interested in the work we're doing--came and asked if I had any suggestions on how to deal with this boy. I said, "Why don't you make him a student teacher within your room?" That's exactly what she did. Well, he became a fantastic helper to her, he latched on to her. He's in the art room more than in his own classroom and growing fantastically. He brings in his own materials and works with her there. He even asks other teachers and the advisors to bring in materials. Just last week I lent him an electric saw for the week and he's building an incredible structure. I'm not quite sure what's going to come out of it but he's really learning a tremendous amount. The point is that we don't work only with children and teachers in the Open

Corridor community. We tend to branch out and serve as we are asked and this relationship sometimes brings others into the community eventually.

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Exchanges are possible not only within the Corridor but with other classes and other Corridors. In one of the schools in which the Corridor does not extend up through the fifth grade we've taken in some of the older boys who could not be handled in their assigned classes, who were just roaming the school. They were welcomed in the Open Corridor classes. The doors were open and the teachers knew them, of course, since they had come through the Corridor. They came into the rooms and actually worked with the children willingly, actively joined in the activities. And were not disruptive. We smiled about this because they were disrupting all kinds of activities in their own classrooms.

AND SHARE WITH OTHER CORRIDOR SCHOOLS.

In the Corridor program teachers don't only share within their own school but from one school to another. In one school we have some teachers who are very good with animals and the different Corridor schools know that and seek these teachers' help in securing animals and in learning care of animals. They have developed a kind of underground communication system whereby materials or expertise get shared.

Sometimes teachers begin to join the Corridor community through their children. The children use the Corridor and teachers see their use. Children often collect the statistics of the Corridor: the number of windows, the number of steps, the number of girls and boys. Of course, children use the Corridor for much more than information-gathering. Children examine notices and displays, read to each other, or use the Corridor as a private place in contrast to the classroom. Even without visiting other rooms, children looking in through open doors become familiar with what is going on in their larger setting. Casual use of the Corridor may be with or without an adult.

ADVISORS ALERT TEACHERS AND CHILDREN TO CORRIDOR RESOURCES AND OPPORTUNITIES.

I often play games in the Corridor with children who seem to need this. I once brought in a game called "Read and Build" and played it with a child several times in the corridor. One day a second-grade teacher walked by while we were playing and said, "That's an interesting-looking game." So I said, "Well, perhaps Tommy could come in and show some of your children how it's played." Tommy agreed and when I came back next week he reported to me, "Yeah, those kids wouldn't leave me alone! I showed it to one and then I had to show another." This child was just beginning to read. His apparent annoyance was not real annoyance--he was expressing the sense of responsibility that went with his unwonted expertise.

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One day I was walking down the Corridor and, hearing some very good music, continued along to see who had the visiting rhythm band. The "band" turned out to be three little boys sitting on milk cartons in the Corridor playing bongos. What amazed me was that these were boys who'd not done much in class, who had had a hard time settling down. The teacher had introduced musical instruments and invited one of the boys to bring in his bongos. He and some friends turned out to be excellent musicians. For maybe half an hour they played with real absorption. People came along and told them how good they were and that seemed to keep them going. Finally when people stopped coming they walked back into the classroom and began to work on other things with other children. The chance to work with their own materials in the Corridor seemed to enable them to better accept the classroom. Shortly after that the teacher reported that the bongo players could be observed reading and writing more frequently and for longer periods of time. The teacher dates the beginning of their involvement from the bongo experience in the Corridor.

For Open Corridor teachers, whose first concern is, of course, their children, the community can often function as an invaluable safety valve in troublesome situations. By sharing time and activities with children who are in difficulty, teachers can provide each other--and the children as well--with relief from *tension and anxiety. If there is a child who is very difficult in a class and another teacher is taking her class to the gym or doing something else that is active and would involve that child then she will very often take the child with her. This kind of exchange goes on throughout the school year and works very successfully. In some schools teachers even prefer not to rely on outside substitutes and offer to take the absent teacher's children, considering this less of a disruption for the children.*

ADVISORS SUPPORT TEACHERS' JOINT EFFORTS TO PROVIDE FOR INDIVIDUAL CHILDREN...

An interesting thing is how much this sharing of difficult children is taken for granted by now. For instance, two teachers exchanged three children who hadn't found it easy to manage in one room but could work in the other. Actually, in some cases there have been long-term formal exchange arrangements for a child. The child will spend part of the day in a classroom where it is agreed he functions well. We try to help teachers see that that's what observation is about. You may find that the difficulty is resolving itself but that it needs time or it may need a plan involving this exchange. Even a relatively prolonged plan has a chance because of the cooperation of the other teachers on the Corridor. All this is much more than is possible for the isolated teacher.

Teachers often bring their worries about particular children to Open Corridor meetings. Concern about broader issues of child development weaves in and out of such discussions.

AND FOR "DIFFERENT" CHILDREN.

When I got to one of the schools one day I found that the teachers had been meeting for two or three days about one child who was not only disrupting his class but also disrupting activities in the Corridor. The five teachers on the Corridor had gotten together to observe this child to see where he was. At that point the teacher just wanted to get rid of him. I had not been involved but I joined in the discussion because I had also observed him in a few situations. The guidance counselor also joined. I had just read a very interesting pamphlet put out by the NEA on anger in children. It was simply written and easy to understand and I shared it with them. The guidance counselor liked it because it was easy to read. I suggested that when children are disruptive in school they should not be excluded but helped as much as possible within the school while the school tries to get clinical help for the child. The message was that the child should be maintained in the classroom. So then we talked about possible experiences for this child, how to provide for him in the classroom or maybe outside his classroom. I think the teachers have since come to look upon him as sort of a different child in the sense that they're looking for things to help him.

ADVISORS CARRY TEACHERS' SPECIFIC CONCERNS INTO JOINT CORRIDOR STUDY OF CHILDREN'S LEARNING.

Our Corridor has fairly regular discussions centered on learning problems that teachers are concerned about or on questions of language growth and language development. A question came up today at our meeting about children's backgrounds, for example--when a child had come to the country and when had he really learned English. By the next meeting they had focused in on "what has happened to these children before." Even though there has been a Corridor community and an Open Corridor for several years, the teachers had not really thought about where the child was before, where he came from, what he was like last year. The discussion was actually about one kid who was a problem but out of it a broader question has risen: have any of us looked back at the kids we are disturbed about to see where they were before, what was their situation, how long they have been in the school and so forth. The same question came up at the end of last year. I began to overhear before the meetings started some discussion about where children should be placed this year. I would hear the teachers say things like "Those two boys should be broken up. They're a bad influence on each other" or "We ought to break that clique up for next year." It opened up the possibility of discussing with them what purpose that clique serves and what their assumptions were about what would be accomplished by breaking it up. The teachers had a tendency to think that any close relationship between children was some-how a danger. These were rather open people but they were clinging to the school system's traditional attitude toward close relationships. So we brought the informal discussion into the formal meeting when it got underway and asked about the function of close friends in a class and of dependency between children. It worked fantastically well. They really made enormous leaps in thinking it through, partly because they realized they had been repeating cliches they hadn't questioned before. They were much more advanced in many areas and it was easy to go beyond.

Cooperative study and exploration of the issues underlying the original framework of understanding that drew teachers together is the direct purpose of many Corridor community meetings. The advisor often deepens such studies by bringing perspectives from the Advisory Development Sessions, relating these to teachers' concerns, their assessment of current progress and their determination of next steps. Ideas of moral development, social development and language, among others, are shared with teachers, with advisors using every opportunity to relate these broader issues to specific problems teachers are discussing. One of the results flowing from this is that experienced teachers themselves are beginning to attend Advisory Development Sessions.

ADVISORS SHARE WITH TEACHERS THE ADVISORY SERVICE FRIDAY DEVELOPMENT SESSIONS.

We may all read a document I've brought the teachers from the Friday Advisory sessions and come together to discuss it. The occasional papers which were distributed at the Friday meetings, such as those on reading and evaluation, were helpful in transmitting the sense of these sessions. Through them, teachers were enabled to speak to parents themselves rather than having me do it. For example, when the MAT's came out, Deborah Meier's reading paper was very valuable because I just didn't have time to explain to every teacher and of course we've had many sessions on the reading assessment procedures our Advisory developed. The fact that NOTES (the Workshop Center quarterly) has published some of the material on language from our Friday sessions has been awfully helpful. It's made the material accessible so we can all read it and discuss it.

Very often after a session with Joan Tamburrini or one of the other consultants I am anxious to transmit what I've learned to the teachers. But it doesn't work that way. It may come out weeks or months later or in some other way. In the case of the Tamburrini sessions though, we had been very excited about her discussion of "interest" and when she asked us to look for examples of the difference between children's interest in things and things that were interesting we immediately focused on the material that our children had been using in the second grade, where they had been building a Utopian City. It seemed to be a lovely example of children being interested in something but we weren't quite sure whether it was real interest or not. We chose to have the next Corridor meeting in the room where the Utopian City was. Up until this time we had been careful with our group of teachers about discussing things like "interest" or "children's involvement" because it immediately smacked of the "theoretical" to them and they would protest, "We need practical suggestions." So we had always approached theoretical things by bringing in pieces of material and hoping the discussions would lead to some more theoretical considerations. Generally it worked nicely. In this case we were just carried away by this topic of "interest" and we had the most responsive group of teachers present. Very casually we said "We've been talking about this at our sessions," and just launched into a discussion about it, almost talking to each other. Well the teachers joined in, talked about the Utopian City and then began to give other examples. We got into a lovely discussion of the difference between "interest" and "interesting." It was a very good example of a spontaneous discussion.

PART TWO

Overview: summary of work in a single district

Information in this report was extracted from advisors' memos to the Program Director, Professor Lillian Weber. This material analyzes certain areas of advisor functioning (presented in broad categories) and is by no means all-inclusive. Very particularly the major area of Advisory work--the work with individual teachers in the classroom and in personal conference--is not extracted from the memos and is not included in the listing. (See Part One.)

Advisors worked in the following schools: P.S. 75, 84, 87, 144, 145, 163, 166 and 191.

ADVISOR-TEACHER WORKSHOPS AND MEETINGS

Each group of Corridor teachers attends weekly meetings with advisors. Advisors include bilingual teachers in Open Corridor planning in all Open Corridor schools (in P.S. 75 and P.S. 84 this inclusion is fully developed). Since the bilingual classes are part of the Open Corridor bilingual teachers attend the weekly Corridor meetings as part of the Open Corridor. Advisors often attend the special meetings called by the Coordinator of the bilingual programs, who works very closely with Open Corridor advisors. Some special meetings planned for bilingual parents are listed under that heading. The advisor memos record that a large portion of advisor time working with individual teachers and in personal conferences was given to the bilingual teachers.

Paraprofessionals attend the advisor-teacher weekly meetings. Advisors also meet with paraprofessionals separately on topics of importance to paraprofessionals and all paraprofessionals are released for a monthly workshop at the Workshop Center which is planned and supported by all advisors. These monthly workshops are reported in this listing.

The 296 advisor-teacher workshops and meetings recorded for the 1974-75 school year were planned around particular themes. Child development, development of curricular themes, program implementation, and work with parents were the major concerns. Some of the weekly meetings, which were informal discussions and sharings, are not listed.

An itemized listing follows: (Number indicates total sessions in category.)

CHILD DEVELOPMENT - 17

Moral Development
Child Development
Supporting Individual Children
Supporting and Planning for Children
  with Difficulties
Learning Disabilities

READING-LANGUAGE ARTS - 103

It is apparent from the memos that reading is a frequent subject of advisors' conferences and work with individual teachers. This did not preclude group discussion of the subject.

Reading Records and Assessment
Reading through other Curricular Areas
Aspects of Reading in the Open Corridor
Reading Tests
Possibilities for Using School Newspaper for Reading-Language Arts Program
All Day Make and Take Reading and Language Arts Activities
Art as Means of Encouraging Language Development
Dress-Up Corner as an Incentive to Language Development
Group Language Games
Documentation of Reading-Language Arts Activities
Planning and Supporting the Individual Child
Reading Activities in the Classroom
Language Development and Reading
Creating a Reading "Surround"
Reading and Experience
Language Experience Approach to Reading
Skills versus Experiential Language
Grouping for Specific Skills
Phonics through Games
Strategies for Individualization
Written Language and its Development
Materials for Reading Readiness
Individualizing Reading through Trade Books
Bilingual Board of Education Assessment Battery
Materials--Bilingual Reading
Coordinating the Efforts of the Instructional Team within the Classroom (teacher, paraprofessional, student teacher)

MATHEMATICS - 13

Math in the Environment
Math in the Upper Grades
Math and Science
Symmetry
Problem Solving and Logic Games
Unifix Cubes
Number Patterns
Measurement (Weighing)
Exchange and Bases
Manipulative Materials
Dienes and Attribute Blocks (by Workshop Center Staff)
Cuisenaire Rods

SOCIAL STUDIES - 24

Trip Extensions
Mini-Trips
Black Studies
Planning Kwanza Festival (Afro-American Cultural Celebration)
Mapping
Possibilities for Developing Ethnic Social Studies Themes and Projects
Curriculum Extensions--Holiday Themes
Traveling Workshops--"Cultural Themes and Curriculum Extensions" (sponsored by Advisors)
Possibilities for Corridor Social Studies Themes or Feedback on Social Studies Theme: Ex., American Indians; Colonial America

ART AND CRAFT ACTIVITIES - 15

Art in the Environment
Batik
Silk Screening
Marbling Paper
Box Sculpture
Natural Dyes
Paper Constructions
Stitchery
Uses of Scrounged Materials
Bookbinding

SCIENCE - 18

Fall Environment
Shadows
Pendulums
Sand and Clay
Terrariums
Science Experiences
The Human Body
Cooking and Extensions
Environment and Ecology
Growing Things
Batteries and Bulbs
Water
Beans and Seeds
Animals and Curriculum Extensions
Animal Dissection: Bone Structures

MUSIC AND MOVEMENT - 2

Creative Dramatics
Music in the Classroom

CORRIDOR FUNCTIONING-ACTIVITIES - 26

Extensions of Corridor Community
Corridor Activities
Weekly Corridor Sing
Fostering a Greater Sense of Community
Differences in Functioning in Corridor Communities Within the School
Sharing Materials and Supplies
Corridor Newspaper
Classroom Carry-over to Corridor Activities

OPEN EDUCATION IMPLEMENTATION - 60

Planning and/or Recordkeeping
Philosophy-Goals-Directions of Open Corridor Program
Teacher Resource Center (on-site in School)
Advisors' Roles in Schools
Professionalism
Role and Responsibilities of "Cooperating Teacher"--Student teacher
Coordination of Work with Studio Museum--Harlem
Room Arrangement--Classroom Organization
The "Buddy System" (Pairing of experienced-inexperienced teachers)
Access to Use of Library (Parent Volunteers)
Organization of Club Activities (Special Interest Clubs--4 - 5 - 6 Grades)
Fund-Raising Activities
"Release Time" for Experienced Teachers to participate in Advisory Meetings at the Workshop Center
Role and Assignment of New Cluster/Small-Group Teacher
Documentation Procedures
Documentation of Program (P.S. 166 - P.S. 191)
Documentation of the Indian Project
Planning for Teacher Intervisitation
Reorganization for Next Year

PARENTS - 12

On Reporting to Parents
Planning Monthly Parent Meetings
Planning Individual Class Parent Meetings
Work with Parents' Support Committee and its Goals
Planning Parents' Corridor Walk
Use of Volunteer Parents for Parents' Activity Room
Planning for Parent Purchase of Materials for Open Corridor by Parents' Support Committee

WORKSHOPS WITH PARAPROFESSIONALS

Monthly workshops were held on writing, reading, art, science, math. Use of language was woven into all workshops.

November -	Preparations for Puerto Rican Discovery Day
December -	Making Books and Writing about Things Remembered from one's own Experience Tainos Indians--a continuing study of the culture Writing Poetry with young children Print Making Taping Conversations Food Making and Developing of Recipes
January -	Curriculum Extensions in Cultural Studies Chinese New Year Black History Week Dominican Independence Day P.S. 75 - Jan. 27 P.S. 166 - Jan. 28 P.S. 87 - Jan. 30 P.S. 145 - Feb. 3
February -	Reading, Writing, and Language Development in the open classroom
March -	Reading, Writing, and Language Development in the open classroom Hispanic Heritage and its relationships to Reading Afro-American Literature Oral Language Activities for the Young Child

Creative Writing in the Upper Grades
Videotape of Reading in the Corridor Program at P.S. 145
April - General
May - Learning Possibilities in Making and Doing
Craft Project in Puerto Rican History and Culture
Bread-making in Different Cultures
Discussion of a Filmstrip
Continuation of Study of Taino Culture
Writing

Typical of weekly paraprofessional workshops in a particular school is the listing from P.S. 166:

Introduction to year's focus on reading, writing and language development
Assessment of needs of individuals-description of settings and groups of children who need added support of paraprofessional within the classroom framework; special remedial settings
Pre-reading activities: classifying, visual discrimination, oral language development, vocabulary enrichment
Making of materials for specific needs of individual children; discussion of materials in context of an integrated approach to reading; adult intervention and interaction
What do reading tests tell us? Other ways of finding out about children's abilities, strengths, needs. Emotional components of test-taking, failure, 'not being able to read'-need for support
Relation of creative projects to progress in reading; how to teach reading through sewing, crafts, blocks, cuisenaire rods, 1-inch cubes, etc.
Oral language activities as the basis of learning to read; using Breakthrough to Literacy (sentence makers) and other commercial or home-made materials
Discussion of individual children; how to help them; ways of interesting and involving children; making of specific learning aids; word families, initial consonants, word-building, etc.

CURRICULAR THEMES DEVELOPED WITH ADVISORS' SUPPORT IN MONOLINGUAL CLASSES

Emphases on *continuity* and *integration* of curricular experiences (within the program) are apparent in the following examples of curricular themes developed over a period of time. These themes allowed for varying points of entry and levels of engagement by individual children. Numbers in parentheses indicate duration in months of curriculum.

The Environment (2)
The Neighborhood (6)
The Community (4)
Environment and Ecology (8)
Animals and their Natural Environment (3)
Bones (1)
Bones (2-1/2)
The Moving - Classroom Reorganization (2)
Earth and Sun (1)
Living Things - Plants (2)
Our Terrariums (2)
Growing Things (2)
The Human Body (3)
Ourselves (1-1/2)
The Doll House - Social Studies Project (8)
Medieval Times (8)
Greek Myths (related to ongoing project on Flight) (3)
Health, Food and Nutrition (1-1/2)
Math in the Environment (4)
Scope and Sequencing of Mathematical Concepts Using Manipulative Materials (upper grade) (9)
Study of Africa (1-1/2)
Kwanza - Brotherhood and Afro-American Cultural Themes (4)

Language Arts and Dramatization (6)
Creative Dramatics - Puppetry (3)
Fables - Creative Expression (2)
Early America - American Indians (3)
Colonial America (6)
Federalist America (6)
Life Styles of Colonial America (4)
Lapland (2)
Puerto Rico - Alaska - Africa: Cross-Cultural Social Studies Project (8)
Geography of the Early United States (3)
Mapping; Early America (2)
Countries of Man (5)
Central America - Past Civilizations (3)
Aspects of Art (9)
Imaginary Animals - Papier Mache (1)
Ocean Life (2)

CURRICULAR THEMES DEVELOPED WITH ADVISORS' SUPPORT IN BILINGUAL CLASSES

Calligraphy - Creative Writing (1-1/2)
The Imaginary World - Social Studies Art Project (4)
Communication (1-1/2)
Manipulative Math - Materials and Abstract Concepts (2)
Climate - Dwellings (4)
Spring Things (3)
Language Experiences and the Curriculum (1)
The Human Body (6)
Water (2)
Cooking Experiences and Language Development (1)
Our City - New York - Multilingual, multicultural (upper grade Social Studies Project) (3)

TEACHER TO TEACHER EXCHANGES

The instances of teacher-to-teacher exchange have grown with the development of the program in the schools. Here we have reported specific kinds of exchange and have specified the number of *schools* which participated in the particular interaction as listed. Even though the instances of teacher-to-teacher exchange are only partially reported in advisor memos, the fact that the numbers listed here are substantive is a further indication of the schools developing capacity for self-sustainment. The number of schools involved in the interaction appears in parentheses after the listing of the exchange.

Teachers met periodically to exchange ideas and materials around themes (6)
Sharing of curricular projects and themes within the community and inter-community (ongoing) (4)
Joint curriculum projects (5)
  -Colonial themes
  -North American Indians
  -Curriculum Fair
  -Martin Luther King
  -Outdoor Garden
  -Hispanic Dance Festival
  -Latin-American Festival
  -Eskimos
  -Kwanza
  -Puerto Rico
  -Africa
Teachers sharing information and insights on children (4)
Buddy systems (pairing of experienced and inexperienced teachers) (5)
Team teaching (1)
Planned intervisitation of children (ongoing) (4)
Corridor sings (5)
Clubs program (3)
Sharing of materials (5)
Development of weekly sports afternoon by community (1)
Videotaping of Corridor special projects (4)
Teacher observations of other classrooms (5)

TEACHER INTERVISITATIONS

In keeping with our view of the adult as learner, advisors planned and arranged visits for some of their teachers to observe in other Open Corridor schools. Each 'visiting' teacher was accompanied by her advisor.

These visits provided fresh stimulation and new insights into possibilities for classroom organization, management, and curriculum, which were shared subsequently with fellow teachers.

9 teachers from P.S. 84 visited Open Corridor schools in Districts 2 and 3, escorted by an advisor

2 teachers from P.S. 145 visited P.S. 75, escorted by advisors

6 teachers from P.S. 166 visited other Open Corridor schools in Districts 2 and 3, escorted by advisors

1 teacher-advisor from P.S. 84 visited P.S. 166 and P.S. 171 Annex

2 bilingual teachers and the bilingual coordinator from P.S. 166 visited P.S. 84, escorted by an advisor

1 bilingual third-grade teacher from P.S. 145 visited P.S. 84, escorted by an advisor

CONNECTIONS WITH OTHER PERSONNEL AND PROGRAMS

Outreach has been a major thrust of the Open Corridor program since its inception. Advisors have initiated contacts with, and have been responsive to, contacts made by 'special' teachers or programs within a school, representatives of programs who have utilized the Open Corridor setting for their purposes, ancillary curricular enrichment programs with the city and faculty of teacher training institutions, such as:

Right-to-Read Teacher Trainer
Teaching English as a Second Language Teacher
School's Reading Remediation Teachers
Art Teacher
Music Teacher
Guidance Counselor
Pre-kindergarten Supervisor (on-site)
Bilingual Coordinator
Bilingual School and Community Relations Teacher
Bilingual Pilot Project Program staff
Mathematics Coordinator
Teacher of the Mentally Retarded
G.A.M.E. - Growth through Art and Museum Experience
S.P.U.R. - Federal Hall Project
T.R.E.E. - Science Environmental Ecology Program
The Quaker Project (Ethics and Values discussions)
Teachers and Writers Collaborative
The Studio Museum
Bloomingdale School of Music
Senior Citizens Support Program
President, Parents Association
Vice-President, Parents Association
Parent - Staff of The Umoja Program - Black Cultural Studies Room
Parents Corridor Support Committee
City College Student Teacher Coordinator
Bank Street Student Teacher Coordinator
Bank Street Cary Program Advisor
City College Student Teacher Supervisors
Student-Teachers in Open Corridor Class Placements (from Fordham, Columbia, Bank Street, Queens College, City College, Barnard)
Pre-service Program, Columbia University
District Early Childhood Coordinator
District Remedial Reading Teacher
District Learning Center Staff
Hale House Director (foster home for children of addicted parents)
Bilingual Teachers - not in program
Pre-kindergarten Teachers - not in program
'Tangential' Teachers - not officially connected with program

PRINCIPAL-ADVISOR CONFERENCES

The success of program implementation within the schools has been undergirded by expanding relationships between principals and advisors. Advisors in each school met regularly with principals once a week, in addition to meetings held as needed. *The total of principal-advisor conferences was 175.*

The following listing of advisor-principal discussions reflects results of the historical development of the program, i.e., the wide scope of content discussed reveals a more comprehensive and qualitative exploration of problems, issues and possibilities.

CORRIDOR COMMUNITY AND EXTENSIONS - 31

'The Buddy System' (pairing of experienced teachers with less experienced teachers)
Activities in the Corridor
Overview of Teacher-Advisor Meetings
Fostering Greater Bilingual-Monolingual Class Relationships
Plans for Supporting Upper Grade Teachers
Open Space Project
Report on Third-Floor (Upper Grades) Clubs Program
Ways of Supporting More Active Role of Cluster Teachers in the Program Classes
Training of Older Children to Work with Younger Children
Reorganization of Corridor Communities for Following School Year
Possible Topics for Discussion Between Principal and Teachers

READING - 23

New Mandate of District Office Re Right-to-Read
Reading Assessment
Clarification of Role of Reading Teacher - Right-to-Read
Coordination of Advisory Work with Right-to-Read
Program's Philosophy and Possible Strategies for the Teaching of Reading
Planning Faculty Conference on NYC Reading Test
Reading Observation Narratives
Reading: Slingerland Approach and Ramifications Re Open Corridors
Reading Over Time: Developmental Skills
Provisioning for Reading

CURRICULUM - 9

Further Extensions for Total School Art Integration
Developmental Math Objectives
Math Diagnostic
How To Encourage Integrated Curriculum
Science in the Open Classroom
Curriculum Development

EVALUATION OF TEACHERS - 10

Adivsor's ongoing report of work with teachers
Discussions centered on teacher development

PARENTS - 9

Planning Parent Workshops
Parent Volunteer Sheet
Parent Volunteers to Work with Children
Ways of Initiating Greater Parent Association Involvement

PARAPROFESSIONALS - 15

Topics of Paraprofessional Workshops
Evaluation of Paraprofessional Workshops
Role of Paraprofessional in the Program
Clarification Re Release of Paraprofessionals to Attend Monthly Workshops at City College

OTHER - 78

On Teacher Self-Evaluation
Discussion of Observations of Specific Children
Release Time Arrangements for Teachers to Attend Special Advisory

Conferences
Orientation of New Student-Teachers
Teachers and Writers Collaborative
Projects of Corridor Classes
Relations of Advisors to Non-Program Teachers Through Curricula Advising
Provisioning for Corridor Program
Recordkeeping
Arrangements for Teacher-Intervisitation and Follow-up Discussions
Class Size
School Policy Regarding Retention of Children
Ways to Engender Valuing of Younger Children's Hall displays by older Children
Re: Pending Budget Cutbakcs and Ramifications
Professionalism; Safety; Standards

FACILITATING DEVELOPMENT OF PROGRAM

The following is a listing of some specific examples of administrative arrangements facilitating the development of the Open Corridor in each school. The support given the professional development of the teacher and paraprofessional reflects the administrative understanding of the rationale of the program. Teachers were supported in further development of their understanding in the conviction that this was the way to extend their capacity to develop curriculum. *Sixty-five instances of such administrative arrangements were noted.*

Arranged for experienced teachers to attend special sessions of Advisory
Establishment and support of on-site internal Advisory role
Planned session with Dr. Vera John to meet with bilingual teachers
Accepted advisor-trainee as an apprentice in administration
Discussed with visitors the role of the Administration in open education
Led two workshops at City College Workshop Center on the Aspira Decision
Arranged for Bilingual Pilot School Teacher Representatives to make presentations at conference
Arranged visits to "open space" schools schools in New York and New Jersey
Contributed school funds for Resource Room
Arranged for African Curriculum Expert's presentation and her follow-up consulting visits with individual teachers
Initiated Open Space Project (projected for September 1975)
Arranged for paraprofessionals to attend monthly training workshop at City College Workshop Center
Organized the "Greater Community" of school to protest Title I and other budget cuts
Arranged early dismissal of five teachers to attend workshop on electricity
Principal agreed to accept individual approaches to the Notation of Plans
Arranged for less experienced teachers to visit more experienced teachers
Made room available for Advisory conferences
Provisioning, scheduling to support community
Release time for teacher preparation
Joined Corridor meetings to extend dialogue
Ongoing observation of classes
Attended Principal's Conference at City College
Visited out-of-town school sponsored by City College Workshop Center
Arranged for classrooms to be available to teachers at 7:30 a.m. to prepare for day
Arranged for Staff Resource Room to be coordinated by Advisory
Arranged for intervisitation of teachers
Authorized advisors to purchase Corridor math materials
Actively supported use of corridor and facilitated different activities
Joined Workshop Center Director and NYC Fire Department to formulate guidelines for Corridor use
Distributed math curriculum ideas from the Workshop Center Summer Institute
Arranged for Volunteer Corps personnel assignment to community classes

ADVISOR-PARENT WORKSHOPS

Open Corridor-parent relations continue to be a priority. Parental support was a necessity for school changes and continues to be a necessity for program implementation. Meetings and workshops for parents were planned to provide opportunities for discussion about common interests and concerns; discussion about parent involvement in the classrooms and in all aspects of the program. Parents wanted to learn more about curriculum and the quality of their children's classroom experiences. *A total of 76 parent workshops was held.* Discussions included:

Explanation of the Open Corridor Program
Overview of the Open Corridor Program
Overview of the Open Corridor Program in the School--for Hispanic parents
Enriching Classroom Experiences Through Trips and Resources
Parents' Role in the Corridor Community
The Library Program Open Media Center and its Relationship to the Open Corridor Program
Reading in the Open Corridor Program
Writing in the Open Classroom
Art in the Open Classroom
Mathematics in the Open Corridor Classroom
Use of Attribute Games for Corridor Activities (as supervised by parents)
Exchange and Bases
Cuisenaire Rods and Activities
Social Studies: Integrated Curriculum
Projections for a Bicentennial Program for Next Year
Early Childhood Development
Bilingual Program and the Open Corridor
Teachers' and Writers' Collaborative in the Open Corridor Progam
The Alternative Open Education Program at Joan of Arc Junior High School
New York City Reading Tests
Observation and Recording in Assessing Children's Needs
The Social Environment of the Open Classroom and its Relationship to Learning
Recordkeeping in the Open Corridor
Classroom Planning and Organization
Planning Corridor Activities (to be supervised by volunteer parents)
Batik and Tie Dye
Game Making for Open Corridor Classrooms
Making of Shape Books around Holiday Themes for Corridor Classes
A School Newspaper
Parent Corridor Walk
Meetings for Parents who are new to the Program
Formation of the Open Corridor Parents Support Committee
Possibilities with Clay
Reorganization of the School Library to promote diversity and informality
Open Education Program in Puerto Rico (slides and presentation by advisors)
On Writing Mini-Proposals
G.A.M.E.--The Program and its Relationship to the school
Visit to the City College Workshop Center
"Learning Disabilities"
Photography as a Learning Experience
Scientific Thinking--Colored Solutions
The Language Surround--Documentation Material of Advisor
Informal "Rap" Sessions
Projections--Reorganization for the next School Year
Dr. Vera John's Discussion on Establishing a Supportive Language and Cultural Surround for Children. Teachers Participated.

ANN HAZLEWOOD
MARTHA A. NORRIS
THEODORA POLITO

PART THREE

The Advisory Circle

The Advisory Circle is a group of 23 associates of the City College Advisory Service to Open Corridors who have been in the past intensively involved in the advisory program and who are at present still in contact with it. Although the extent of the contact varies from individual to individual, all the associates are members of what John Dewey has called "a community of spirit." The Advisory Circle together with current school and Workshop Center advisors share the belief in knowledge of child development as a base for work in education and share a concern to develop further their own professional understanding and skills as educators.

Statements of members of the Advisory Circle are clear in their emphasis on the contribution of advisory training to their professional development. Here are excerpts from some of the statements:

> Let me add a word about my own growth in the role of advisor. The weekly seminars for advisors and the ongoing contact with other advisors and with you have provided an important theoretical and pragmatic base for my work. The very existence of the advisory role has arisen from your work. I cannot begin to measure the understanding and knowledge that the Workshop Center and the Advisory have provided for me. I want to note with gratitude your commitment to public education and to the positive changes that can be made within the structures of public education.
> *(from a letter to Lillian Weber, Director)*
>
> Individual conferences and group discussions with Professor Weber helped me clarify problems and issues related to education. On-site (in the schools) training with Professor Weber sharpened my perceptions and I became a more thoughtful and detached observer. For example, I was able to isolate specific strengths in a teacher's description of, or implementation of, program whereas she (the teacher) had tended to focus on weaknesses. I also learned to appreciate the importance of timing in offering suggestions or advice.
>
> The whole thrust of advisory training is toward 'centering on the child.' What questions does the child ask, what responses does he give, how is the child organizing his experiences? This has been the source or pivotal point of all our interaction with teachers. Naturally, 'centering on the child' is the necessary starting point and core of student teacher training. My experiences in advisory training have been utilized over and over again in my work with student teachers.
>
> Through the advisory training I have come to know children better,

> how to work with them, how children really learn. I have come to know myself, how to be sure of myself, how to know well my own culture and how to share it with others.
>
> Most useful in advisory training have been the in-depth thinking regarding the learning process itself and the exchange with other people who have both a commitment to public education and a real intellectual grasp of the dilemmas, paradoxes and insights regarding child development, learning theory, etc. It's that rare sense of the practical and the theoretical being at one.

Among the values of advisory training listed by members of the advisory circle are:

> exposure to educators, psychologists and sociologists with points of view supportive to the child; refinement of expertise in supporting child development; intellectual stimulation of working with the advisory; concentration on developmental work with adults.
>
> the scrutiny, analysis and discussions of learning process and teaching approaches, also the broad socio-political perspective of Lillian Weber.
>
> a deepened understanding of the process of change in teacher development and greater ability to tolerate the slow pace of change.
>
> the framework that the Advisory has set for examining critical questions of practice and theory such as the importance of play.
>
> development in me of increased ability and willingness to explore possibilities and to effectively initiate or support change.
>
> participation in sessions on documentation and child development led by researchers.
>
> my personal growth as an educator.
>
> experience in the schools with children, teachers, administrators, paraprofessionals, and parents; the theoretic and philosophic base of the Friday Advisory sessions.
>
> awareness that there is a strong spirit and technique for change growing in the schools and that patience is very valuable as well as subtlety; the trust invested in me was very important.
>
> in helping me to grow, the Advisory has made me better able to help teachers grow.
>
> important insights into teacher and student growth and development.
>
> appreciation of teachers' ability to develop their own ideas.

stress on parent involvement.

participation in the Summer Institutes in Open Education at City College, participation in Prospect School seminars.

On-site visits to members of the Advisory Circle give proof of the impact advisory training has had on their work. Whether serving as a coordinator, a principal or assistant principal, head of a center, member of a college faculty or as a classroom teacher, an associate of the Advisory Circle uses the language of child development theory in meetings and conferences, keeps abreast of educational issues, uses every possible available resource to improve school life, is concerned with staff development and positive interrelationships, and uses imagination to improve arrangements of the physical environment.

Eight members of the Advisory Circle have taken on a variety of roles which come under the heading of coordinator. Five are clearly involved directly in open education, one of them serving also as District Bilingual Advisory to open classrooms, another serving also as Science Coordinator for the district where she works. The other three are Director of Bilingual and ESL programs for a district, Guidance Counselor and Coordinator in Alternative Programs for the Emotionally Handicapped for the Central Board of Education, and Title III Reading Coordinator in a school.

One former advisor, now a district Early Childhood Coordinator, works clearly from an open education, child development base. While she is responsible for all the kindergartens in the district, her concentrated effort is in a well-developed pre-kindergarten program which has its own workshop center for staff development and intensive work with parents, some of whom are helped into high school equivalency programs. During one day at her office recently, this member of the Advisory Circle handled the mail, the conclusion of proposal writing, the assigning of work to members of her office staff, and the rearrangement of bus schedules for trips. The day had begun with an early morning rush to get necessary official signatures on program papers. Office work organized, she was on her way to make purchases with last-minute funds made available to her program; some of these purchases would be used for workshops at the Center which she directs. Next she stopped at a school where she visited and observed in classrooms and then had a lunchtime conference with the teachers and educational assistants. At this meeting there were discussions of ways to make trips meaningful experiences for children, of how to involve parents in planning, of better ways to work with a child who is having difficulties in group interaction, of how to plan more attractive room arrangements and how to introduce new materials and projects to make the last weeks of school particularly productive.

The next stop was the Center, an attractive unit of rooms with interesting materials and displays in the wing of a school. Here the coordinator was to hold a workshop with all of the educational assistants in the pre-kindergarten program. The level of discussion in this workshop was most impressive. The assistants, some of whom are working for their undergraduate degrees, were reporting on observations of language development in formerly "silent" children, on group activities, and on parent help with trips. They also were recording growth of particular children during the year. Among their concerns was a better balanced diet in the school breakfasts and lunches, and the coordinator agreed to work with them on this. They also made plans together in a warm, open way for workshops for the next school year. Work on distribution of last-minute supplies and equipment for classrooms followed. After a short meeting with the Center staff, the coordinator went to the district office to straighten out some paperwork details and then ended the day at her own office, making necessary telephone calls and going over the work of the office staff. At the end of a day like this one, this member of the Advisory Circle can often be found at the City College Workshop Center, taking part in or assisting at one of the workshops.

The Open Education Coordinator for a district might begin her day at the district office where she makes arrangements with the Science Coordinator and the Art Coordinator for some work she has initiated in integrating curriculum. After taking care of office responsibilities for the day, she visits one of the schools where she works, stopping first to let the principal know of her plans. She consults with individual teachers after visiting their classrooms or holds a meeting with all the open classroom teachers in the school where classroom organization or some aspect of curriculum would be discussed.

Later in the day she meets with a group of teachers in a junior high school who want to begin planning the beginnings of an open education program in their school; they have given up their prep period for this meeting and plan to work with the coordinator during the summer. At the end of the school day she holds a workshop for teachers and parents from several schools in the district so that they can exchange views, ideas and experiences. She often includes helpful members of other schools and colleges in such workshops.

The Bilingual Advisor for open education in one district prepares bilingual materials for teachers in open classrooms and helps teachers to use them with their children. The director of bilingual and ESL programs in another district, on the other hand, works nominally in a very traditional frame. The convictions about education which brought her initially to the Advisory Service are, however, very much in evidence in her work which will include next year Spanish, Italian and Yiddish programs and a beginning program in Greek. She herself is studying Italian, and encourages her staff to go on with studies; indeed, having read between the fine lines of a memo, she has found a way to use $5,000 in accruals so that some of the teachers in her program can take summer courses. Interpretation to parents and involvement of parents are among the main concerns of this member of the Advisory Circle, as are development of bilingual materials, staff training, and cooperation with Reading and Early Childhood Education Coordinators. Although she must spend a great deal of time writing proposals, she sees to it that she finds time for monthly staff conferences, for lunchtime workshops with teachers, and for group interviews of prospective teachers in which parents, the principal, and a teacher and community representative take part.

The district Open Education Coordinator who is also Science Coordinator for the district has found fertile ground for her organizational abilities. She has concentrated on finding ways to use community resources to make school life more interesting for children. She has developed relationships with the Museum of Natural History, the Staten Island Zoo, High Rock, the Bronx Botanic Garden, and the Friends of Central Park. Mini-courses have been arranged with some of these institutions for both teachers and students. High school students have been trained to work in elementary classrooms in the district, with students from the Bronx High School of Science, for example, working with elementary school students on animal care. This member of the Advisory Circle has received grants for specific projects such as organizing traveling laboratories and photography programs and will be working in cooperation with the Museum of Natural History and the Bronx Botanic Garden on the development of plantings in an empty lot as a school study project. She has also worked to get volunteers from the New York Academy of Science as well as graduate students into the classrooms in her district. While she has additional district responsibilities such as serving on the program committee of the district Bilingual Task Force, she continues to reserve some time for workshops with teachers and classroom visits. She also advises principals who are reorganizing their schools in beginning moves toward open education, and next year will be involved in an alternative science-based mini-school for fourth and fifth graders which will serve as a demonstration and workshop center for the district.

The member of the Advisory Circle who is now a school Title III Reading Coordinator has found that she can use her advisory training in her current work with paraprofessionals; she has encouraged them to prepare their own materials and to make books for classroom use, as well as to help the children make their own books. Work with paraprofessionals has also been directly related to advisory training for the guidance counselor in the Advisory Circle. As coordinator in Alternative Programs for the Emotionally Handicapped she has moved into a prescribed project and has often felt frustrated because from her own experience and advisory training she felt that she knew more than she could use. She has found, however, that step-by-step support of paraprofessionals, close contact with parents, and regular staff meetings are enabling her sometimes to ask questions like "If this doesn't work, what else is possible?" and thus help to find growing space for a child with serious emotional problems.

Those of the Advisory Circle who are now in administrative positions such as principal, assistant principal or teaching director have found ways to create in their schools the kind of atmosphere they sought to develop as advisors in Open Corridor schools. This is an atmosphere conducive to development both of the individual and the community. Staff meetings are held to encourage participation of all in school planning. Time is arranged to allow prep periods to be used for meetings or workshops where teachers and paraprofessionals have expressed the desire to work together. Parents are invited to visit and help in the classrooms and ethnic backgrounds are celebrated in cooking and eating feasts and craft displays as well as in school curriculum. Funds available for supplies and equipment are used for a variety of books and materials which allow for direct involvement of the children; the wide selection of books available in classrooms and libraries has contributed, for example, to great interest in reading. Attention has been paid to the physical environment with halls brightly decorated with children's work. Classrooms, lunchrooms and halls have been painted in a variety of colors rather than in institutional green; good relationships with custodians have brought improved maintenance. Workshop Center publications and calendars are made available to school personnel. School staff are encouraged to attend workshop sessions and in some cases paraprofessionals are released for training sessions at the Workshop Center. The alternative mini-school has had an organized plan for observation and recording. A parochial school associated with the advisory has ongoing community involvement for the children such as singing in the nearby hospital and visiting at Senior Citizens' Centers.

In the case of the former advisor who is now a classroom teacher it is interesting to note that parents fearful of "open education" are strongly supportive of this member of the Advisory Circle. Her classroom is rich in materials and alive with activity of the children. There is much interest and growth in all areas of the curriculum, a nice sense of group development, as well as much individualization. It is simply not called "open education."

Members of the Advisory Circle not directly in schools continue their interest and development in education. They receive Workshop Center publications and materials. The staff nurse in obstetrics reports that she found advisory training useful in nursing. One former advisor has written her Ph.D. dissertation on the role of the principal in open education and has been granted her degree; she has volunteered for several Workshop Center assignments. The student of child therapy has given workshops on reading at the Workshop Center during her holidays. The editor shares much useful material with the Workshop Center and has given workshops on publishing at the Workshop Center.

Of particular importance are the members of the Advisory Circle who are teaching in elementary education departments at the undergraduate and graduate level. Their integration of the college course with classroom practice is remarkable. One reading course is taught in the schools with time for work with children followed by discussion of the work. In this reading course students are introduced to the writings of Frank Smith and Kenneth Goodman and are asked to think about their ideas as they work with the children. The classes themselves become communities of learners with much sharing of material and work. A solid base of child development is offered and much emphasis is placed on observation and recording. The workshop approach and the Workshop Center are used for a number of City College courses; the Teachers' Center at Greenwich is used in this way by several colleges in the Greenwich-Stamford area with which the Center's director is associated. The two Centers are in close cooperation.

Here are comments from faculty members of the Advisory Circle about their continued contact with the Advisory through the Workshop Center:

> Opportunities to use the Workshop Center have strengthened the experiences I have been able to offer students at City College. Many of my students enlarged their repertoire of experiences through participation in workshops in creative dramatics, African crafts, woodworking, mapping, mathematics. After participating in these workshops, the students began to take more responsibility for their own learning, i.e., they began to do more independent study when they had free time. More than 25% of the students in my class participated in additional workshops after fulfilling the course requirement.
>
> Now that I am teaching at the college I find that the facilities of the workshop are really indispensable to my work. At present, I am teaching over seventy teachers and twenty-five student teachers--most of whom work work in the urban setting. It is encouraging to me to see in so many an openness to change and a willingness to bring about in their classrooms a better match between the children and the setting. Their problems, as you well know, are many. They are constantly, especially in the area of reading, trying to provide for the diversified needs of children from different ethnic backgrounds. I see a growing number of teachers who oppose the tracking of children which, in the long run, leads to segregation. However, provisioning within a class for this rich diversity is difficult. Many of the students use the workshop and have thereby received the practical help they need to provide materials and to organize their classrooms more in accordance with individual children's needs and interests. Last semester I was able to hold two of my class sessions at the

> Center. The availability of resources and personnel made possible a cherished goal--the integration of practice with theory.
>
> A number of teachers with whom we work attend the Workshop Center regularly in scheduled programs offered there. Teachers visit the Center to work with the materials available there and to discuss general or specific educational issues and interests. Teachers attending the Workshop Center feel they can get help there with immediate concerns and support for their own growth as educators. The Workshop Center serves another most valuable function; it makes available to teacher educators, advisory and supervisory personnel support and assistance in their professional development.

In thinking of the future, members of the Advisory Circle are anxious to continue their contacts with each other and with the Workshop Center. Psychological support, intellectual stimulation, and the sharing of problems and solutions are given as general needs. More specifically, sharing of current research on language and bilingualism, continuation of workshops at the Workshop Center for teachers, parents, and paraprofessionals and of meetings for principals and supervisions, as well as continuation of the publication of *NOTES* and occasional papers are requested. All members of the Advisory Circle ask that advisory training sessions and seminars go on but suggest that these should no longer be held during the school day.

It is clear that members of the Advisory Circle gain nourishment and support from the "community of spirit" of which they are a part. The City College Conference on the Roots of Open Education in America held in April 1975 showed the strength of this "community of spirit." Determined to use professional growth and knowledge to make school life more interesting and productive for children, members of the Advisory Circle welcome "the opportunity to meet with colleagues who can feel free to raise fundamental issues with each other, to probe deeply into and to argue out issues that need constant reexamination." These educators also sometimes "just plain need support, advice, and assistance." With the problems facing the schools in this period of economic depression the Advisory Circle, the City College Advisory Service, and the Workshop Center for Open Education will need to cherish their "community of spirit."

GEORGIA DELANO

PART FOUR

Looking at the Future

Recent school history is filled with examples of programs that made some impact while supported externally but which disappeared when funding was ended. As we conceived our program, however, duration of funding could not determine our approach to change. We were resolved to work for changes in the schools, and above all, in teachers so that when funding was over and the external agent gone, they would be enabled to maintain those changes. To this purpose the Advisory was dedicated.

For us, the question of change centered on change in their understandings that would be sufficient to support teachers in reshaping classroom organization and relationships. If children were in schools, they needed teachers; support for the child would have to come from teachers who saw the necessity for change. The rationale for the first arrangements in our program stemmed from conditions of teacher training and supervision and from the teacher's isolation in her classroom. Under those circumstances, changes could not occur without such primary tools as the advisor's on-site relationship and the teachers' community created by the Open Corridor.

Secondary sources of help to teachers engaged in change would have to be parents, who not only agreed that the school's institutional frame needed to be questioned but also suggested some of the questioning and perhaps joined in the work of change; and administrators, who at the very least would have to be willing to take a critical look at the institutional frame. Finally, a revised teacher education structure and a free-access workshop would complete the teacher support system we envisaged.

All these elements notwithstanding, we believed that the crucial factor in changing the schools was the teacher's role. The development of the Advisory, described earlier in this bulletin, was tied to helping the teacher assume the role that was rightfully hers by virtue of her essential relationship to the children. Thus, from the very beginning of our work in the schools, there were these two aspects of our approach: the teacher was the central agent in whatever change was to take place, and the teacher needed support. In any discussion of the future, it is not the Advisory that is the issue (its role was never separate from the commitment to school change) but the question of whether change is appropriately and sufficiently supported. In judging whether advisors should continue, or move on to another situation, or phase out of one relationship into another, we have always held that it is the strength of the teacher that must be estimated.

THE PROBLEM OF AUTONOMY

Although, according to our analysis, an external Advisory was essential for initiating change, teacher autonomy has been our focus from the very first days of our program. The teacher who volunteered to join the group requesting our help was by that very act exercising her autonomy. Our response was to help in a way that respected the teacher's own style and strengths. In that early period we offered external Advisory support for only two days a week. We felt that this would allow "space" for growth of teacher autonomy. Our pattern--assistance and reinforcement to a teacher at the beginning of her efforts and then withdrawal--allowed the teacher to carry on in her own style. The advisor remained available for any necessary trouble-shooting and for discussions or consultations on direction or the next step. Though the advisor might remind that teacher about their shared view of child learning and supportive school structure, and though the advisor might ask what had been accomplished toward this view, she no longer acted as much in direct, inside-the-classroom support since the teacher presumably had become more self-maintaining.

At this stage of our work it seemed possible that the role of the supervisor could be reshaped to take on the functions of an advisor. Indeed principals and supervisors attended Advisory sessions, workshops, and our annual Summer Institutes. Many have become leaders of educational change in their schools, searching out or inventing administrative supports and fostering curricular richness. In particular, the assistant principals and principals drawn from the ranks of advisors are now a source of great support for further development of change. But the fact that, in addition to their tremendous workload, supervisors are required to evaluate teachers has made it impossible for them to give beginning teachers the advising-type of prolonged, one-to-one support often needed.

Then, too, the Open Corridor, originally conceived as a means of drawing together the community of teachers, and with the hope that one of them would become its leader, did not follow this course of development. Building and fire codes and supervisory staff regulations created difficulties in developing corridor use. Each corridor developed differently, blurring the original conception of what the corridor and its role in community development might be. Resource teachers were put in charge; this tended to turn the corridor into a separate classroom. Cluster teachers were assigned who came with bits of curriculum. When new corridors were formed, experienced teachers, who were asked to be the nucleus of support for beginning teachers, often refused on the grounds that we were breaking up friendships. Still in all, in spite of this halting history the corridor has become in every case a source of tremendous support as the center for shared supplies and shared curriculum, and through corridor meetings, a center for sharing problems, solutions, skills, and ideas--in other words, a communal base for both teachers and children.

Very quickly, however, even while the experienced Open Corridor teachers were only one or two years into self-structuring their role and function, program growth and teacher mobility began to pose problems. No matter what our hopes were for the emergence of other supports--from supervisory changes or from Open Corridor--our original plan for full involvement and then withdrawal was not tenable in such an unstable situation. In many of the schools where Open Corridors were started, new administrative leadership came in, and new relationships had to be formed. New teachers needed help, new parents needed explanations, new organizational and institutional supports had to be developed. The advisor supported the entrance of new people into the already established communities, thus maintaining the thrust of changes already accomplished. This was essential because parents--after their initial acceptance of our program--often became impatient and looked for "development." Without advisor support of new teachers the parents might have withdrawn their support. Experienced teachers, too, tended to forget their own beginnings and were often overly critical. The inexperienced newcomer depended on help from the Advisory to make the jump from traditional to Open Corridor teacher.

With all these problems in furthering the goal of teacher autonomy, the Advisory stayed on. It was beset with additional difficulties arising from the fact that the principal--and parents--depended on the advisor to maintain the direction and quality of performance. The advisor was torn between the pressures implicit in such expectations and her support of the teacher's autonomy. Nevertheless, what was reasserted time and time again was the advisor's commitment to respect the teacher's many different ways of approaching change (assuming of course that these were responsive and adaptive to children's growth) and the teacher's pace, including the plateaus that the teacher might be stalled at occasionally.

THE EXPERIENCED TEACHER

At the outset of our program it had been suggested that perhaps the proper in-school source of support for the new teacher would be among the experienced teachers who had worked in informal ways for a year, a year and a half, or at most two years. But we discovered that experienced teachers were not yet ready to help the inexperienced ones get underway in opening classrooms; still absorbed in the process of defining for themselves what an open classroom was, they could not relate to the various definitions and backgrounds of beginning teachers. As experienced teachers they were no longer concerned with organizational breakthrough, they were occupied with deeper questions: providing for the individual, the social life of the classroom, language, reading, and curriculum. Their own need for support was by no means over.

In fact, the line between experienced and inexperienced teachers, after the preliminary stage of close help, was often a psychological one, based on whether the teacher considered herself an agent of change or depended on the advisor for suggestions. Some gifted experienced teachers, not understanding our respect for their autonomy, began to criticize the *lack* of Advisory help and personal interaction. They sometimes did not recognize that even when not directly supported by the advisor (as, for example, in ideas for classroom change), they still drew support for the exercise of their autonomy from the very *presence* of the advisor in the school and from the direction set by Advisory-teacher corridor discussions. These experienced teachers were of course able and willing to go on in self-maintaining ways; nevertheless, they genuinely missed the long personal chats that had been possible in the first year of development; they resented the advisor's turning her attention to the beginning teacher.

In still another kind of reaction, the experienced teacher sometimes resisted the invitation to joint study if she considered herself the designer of change. Released from reliance on a prescribed method, pressured for achievement by parents and principals and partly out of ignorance, she tended to make decisions on language and reading that espoused a single program rather than being based on a developmental approach. The present involvement of experienced teachers with advisors in Advisory Development Sessions has been a necessary corrective.

With our program steadily expanding, several schools reached the point where their internal capacity for self-support--the experienced teachers, etc.--could be drawn on. In these schools were many experienced teachers who, having led an open classroom for three or four years, felt they wanted another status. As we began to help them with their work with inexperienced teachers, these experienced teachers grasped that at the core of the advising role is support for the development of each teacher on her own terms. The "decentering" relationship that is implied in this understanding was what experienced teachers had to achieve. They have therefore asked for the continued on-site presence of the external advisor, at least for part of the time, to support them in the role of advisor-teachers moving from involvement in efforts of their own creation to offering generous assistance to others. Such movement, we think, is a significant step in the direction of normalization within institutional resources and a step beyond the external Advisory.

SOME PROJECTIONS

The changes we support in schools will take many forms, since situations will differ in different schools. In some the external advisor will maintain the direction of Open Corridor development in the midst of an assortment of curricular enrichment programs; these in turn were drawn into the corridor by the hospitable pull of its reorganization. In schools characterized by little mobility, new roles will be called for in administration, in self-assessment, and in sustaining the direction and continuity of teacher growth; these will be developed communally by the group of experienced teachers. In other schools where there is considerable mobility, the task for experienced teachers will be demonstration, shared problem solution, and a richer level of true bilingualism.

Similarly, we are interested in supporting changes in teachers on many different levels. We cannot think of only *one* path for using the talent of the experienced who, we hope, will more and more provide help for the inexperienced since the entrance to open education is fairly clear at this point. Perhaps many who consider their work as likely models will be helped to use their classrooms as demonstrations of good curricular development, even if they are incapable of making other contributions to those starting out.

Certainly the corridor as the communal structure can and should be still further developed because it is the major vehicle through which experienced and inexperienced teachers will share in their own discoveries. More than meetings, sharing of supplies, or movement between classes of children are needed. It seems possible at this point of progress to assign the experienced advisor-trained teacher as a corridor-cluster teacher to work with inexperienced teachers who, in turn, would give up their prep period to take advantage of this help.

The question has been asked: Would teachers, even experienced ones, who are after all employees of a school and subordinate to a principal, be permitted to suggest organizational changes and to defend the direction of the program? An external Advisory can for the most part state its case with independence. Will this be possible for the experienced teachers serving as advisors? It may well be necessary to continue the external Advisory in order to assist the new internal Advisory in establishing some independent function.

Our presence in the schools has been prolonged much beyond our original expectations and despite our efforts to build teacher autonomy. The reasons for this lie in the nature of our program's growth. The first teachers associated with our beginning efforts have obviously grown in strength and have assumed independence in decision-making, and we have phased out of these relationships. Year after year the need for Advisory help has made itself felt, though never in quite the same form. The present budget crisis resulting in increased class size and loss of personnel creates a demand for continuing Advisory help to teachers in making adaptations that could maintain support for their response to the individual child. We can point to several instances of district funding of advisors that represent an official commitment to the thrust for that kind of response. It is our hope, as external funding begins to be phased out, that more districts, aware of the unfilled need for the Advisory role, would consider a proper lien on their funds the creation of similar Advisory structures for teachers who are developing active learning environments. Obviously we cannot expect the duplication in every school of an external Advisory. But, a good many examples of change exist, the Workshop Center remains a source of support, and the Advisory at the Workshop Center is available for consultation services.

Changes have taken place, it is heartening to see, on every level in organization and relationships. Still, their extent is limited. Further changes are called for in making schools, as institutions, more flexible. It is time to focus again on needed changes in grouping procedures; gradedness; reporting to parents; lunchroom, toilet, gym, playground and corridor use; arrival and departure procedures. So long as the need for change remains, and so long as our present support programs are limited, the external Advisory must and will continue to exist, to support further study of what is possible, to document developments and to enable the open visiting that ensures the sharing of developments in each school and each classroom. It will continue to maintain and extend the definition and direction of open education--in consultation with the experienced teachers turned advisors, with parents, with administrators.

POSTSCRIPT

I have not dealt with the question of whether teachers in general can and should be left to their own developing, without even the dependence on experienced teachers. I have been mainly concerned with a support *system*--more than can be subsumed under the organization of, say, a Workshop Center. But many teachers all over the country *are* at work developing changes under their own steam, and I defend and believe in them. At the same time, I would not suggest abandoning the support concept for the small group of teachers who made their changes in the Advisory-supported Open Corridors. That support system enabled them to go beyond first-level change because the communal interchange of the corridor encouraged and strengthened an internal assessment process. The study and documentation it stimulated also contributes to many, many independent developments in individuals and school groupings whose change is unsupported. What has been learned about change, even though it is focused on the local and the particular, is disseminated through our publications and monographs. This sharing of experience is intended as suggestion--not prescription--for we realize that changes in this or that area are necessarily responses to specific situations.

As interest in open education has spread, and the usefulness of a teacher support system has become clear, advisors have been recruited from our Advisory, among others. Georgia Delano, elsewhere in this bulletin, describes how advisors have been welcomed as they moved on to other positions. We do not, however, offer a rigid "model" of Advisory function that can be transferred to different situations. We don't, for example, view the Advisory as a seedbed for training for other positions, although the Advisory has in fact served as such. Rather, we emphasize continuity in our own development--reviewing and reformulating our thinking and our implementations. This process, which is shared with a wider group through publications, is valued by advisors and by all those who have left our Advisory to take up other posts as supervisors, assistant principals, principals, curriculum coordinators. They turn to our Advisory for the fellowship that springs from sharing problem solutions and thoughts on rationale; our external independent Advisory supports them in continuing to work along the lines they had learned as advisors.

In summary, the future that we contemplate retains some continuation of the on-site Advisory role, but this role is now diminished. It is shared with the experienced-teacher-advisor. Such a development could not have taken place without the emergence of the experienced teacher and without the strong commitment from principals and parents to maintain the direction of the open education changes they have chosen. Many advisors will use their training in other roles or as teachers again in the classroom: to give support to teachers near them or working under them and to share the insights they have gained in their Advisory education. As advisors they have had to come to terms with the complicated and stressful relationships inherent in their work, as well as with its impermanent and uncertain status as a profession. Whatever their new role may be, they will draw on the external Advisory for support, for communal interchange, and for continuity in their own development. Viewing change itself as a developmental process, they are committed to a continuous reformulation of their understandings of open education and the ways children learn. With an external Advisory supporting change, teacher autonomy, and advisors' development, the continuity of our support to changes in school structures that will in turn support children's learning seems assured.

LILLIAN WEBER

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